DOCUMENT RESUME

ED 096 602 CG 400 102

AUTHOR	Walz, Garry R., Ed.; And Others
TITLE	Impact: Advancing Human Services. Vol. 3, No. 2, July 1974.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Jul 74
CONTRACT	OEC-3-6-002487-1599(010)
NOTE	66p.
AVAILABLE FROM	Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (HC-$3.00)
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Higher Education; *Models; Periodicals; *Program Development; Public Schools; *Student Personnel Work; Teachers
IDENTIFIERS	*Impact Magazine

ABSTRACT

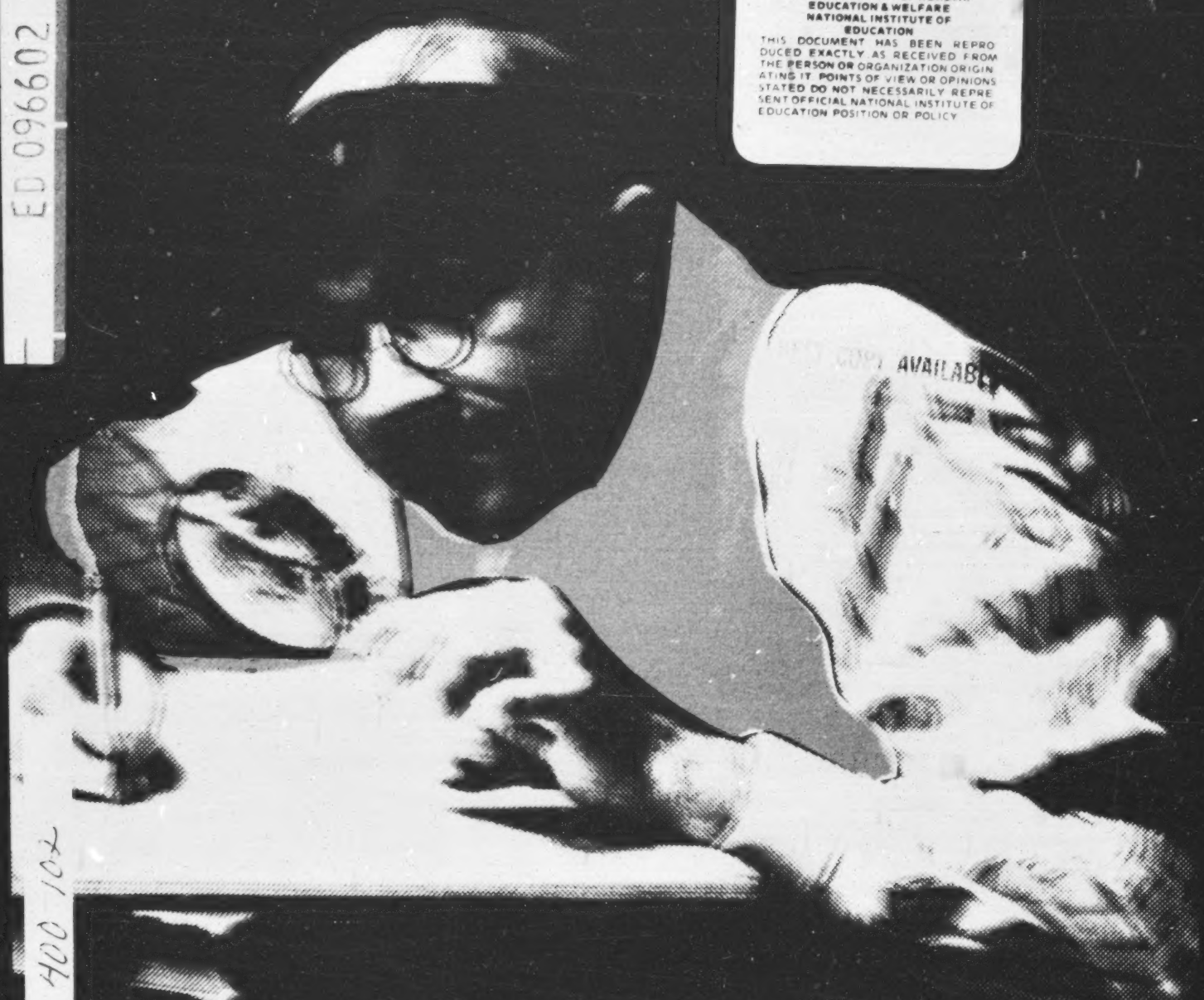
This periodical, part of a bimonthly series produced by the ERIC Counseling and Personnel Services Information Center, presents articles and information and examines several models, techniques and programs for teachers, student personnel workers, and laymen in the fields of counseling and education. Regular features include exemplars, research findings, resource and survey results. (PC)

impact

ED 096602

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AVAILABLE



Examining Models, Techniques & Programs

CG 400 102

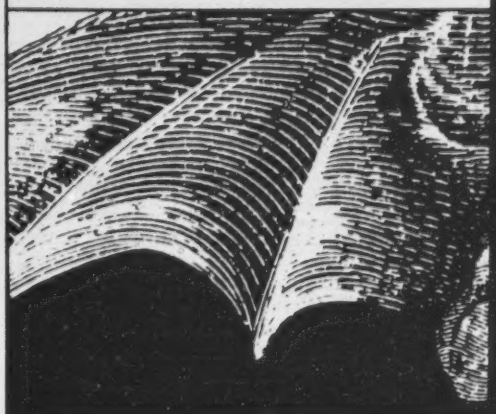
ERIC

BEST COPY AVAILABLE

Contents

Of these treacherous instructors . . . the one confines his pupil to the shore, by telling him that his wreck is certain, the other sends him to sea, without preparing him for tempests.

Samuel Johnson
The Rambler
No. 25. 1750



Achieving Total Outreach Potential A Seven-Dimensional Model 4

by David J. Drum and Howard E. Figler

Outreach counseling has often been viewed by school and college administrators as a solution to "problem kids" or those who have failed either academically or emotionally. Drs. Drum and Figler, authors of a recent book on the subject, instead see outreach as a process of meeting people's continuing developmental needs. Some counselors, they feel, are frustrated because they cannot identify the underlying concepts that link their various outreach efforts. The authors' conceptual link, a seven-component, systematic model, should help to reduce some of these frustrations and make outreach effort seem less of a major undertaking.

Limits to Growth, A Challenge to Higher Education 22

by Dennis L. Meadows and Lewis Perelman

A follow-up article to *Impact's* last issue on futuristic concerns by Dennis Meadows—futurist, member of the computer-forecasting Club of Rome, Dartmouth faculty member and chief author of *Limits to Growth*, and Lewis Perelman, a consultant for the Western Interstate Commission on Higher Education of Boulder, Colorado. The authors call for an attitudinal change on the part of educators (and this includes not only teachers, but scientists, journalists, engineers and many other disciplines). Until change takes place within the educational system, people will continue to be miseducated and anti-ecological.

A Practical Model for Motivation 35

by Raymond J. Wlodkowski

If your students have behavioral or motivation problems and you haven't been able to come up with appropriate techniques for handling them, this guide to the variety of motivational therapies and approaches may bring some answers, or at least get you started on a positive note.

BEST COPY AVAILABLE

Animal Farm Revisited (A One-Acting-Out Play) 40

by Kenneth E. Hoeltzel

On the other hand, while the above may help, this article is guaranteed to render confusion as to who would do what to whom, using what instrument and under what conditions. The cast of characters includes many notables but ignores Freud assiduously.

High School Students as Guidance Support Personnel 43

by Joseph A. Kloba, Jr.

The author provides background on a system's need for student support personnel and an examination of the developmental and vocational tasks such a program would provide for both SSP and those being assisted.

The Evolution of Arrow, a Life/Career Planning Program for Undergraduate Women 52

by Janet Khan and Martha Price

The developers of "Arrow" write about the problems and successes to be expected in a life/career consciousness raising program aimed at young women. The program, although dormitory-based, offers some useful guidelines to women's program planners at many levels.

Departments

Quotes	**2**	Communique	**31**
Flashes	**3**	Surveyor	**58**
Exemplars	**18**	Bazaar	**60**
Consultations	**21**	Bibliography	**62**

Director and Editor-in-Chief, Garry R. Walz
Professional Editor, Susan F. Kersch
Production Editor, Barbara Hobbie
Designer, Bill Howison
Contributors: Gail Briskey, Deborah Brouwer, Mary Joyce Church, Sherry Davidson, Carol Jaslow, Nancy J. Moncrieff, Wendy Suss Kadushin. Printed by Miracol, Inc., Ann Arbor, Michigan

Volume 3 **Number 2**

Impact is produced by the ERIC Counseling and Personnel Services Information Center and is published by The University of Michigan.

Subscriptions. *Impact* is published six times a year. It is available at a yearly (per volume) subscription price of $9.00, or $1.75 for a single issue. ADDRESS correspondence, subscriptions, and changes of address to:

Impact
P.O. Box 635
Ann Arbor, MI 48107

The editors of *Impact* request that anyone wishing to reprint any of the contents request permission prior to use.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, US Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the American Personnel and Guidance Association for critical review and determination of professional competence. Points of view or opinions, however, do not necessarily represent those of either the American Personnel and Guidance Association or the National Institute of Education.

CG 400 102

BEST COPY AVAILABLE

Quotes

Look, there is a very big problem today all over the world, and also in Israel, of what the relationship is between the individual and the center of government. If this community can decide upon its school and have it the way it wants to and fight for it, that's a big thing in itself. Right? And I wouldn't change it for any other system of education, even if some other school offered a little bit more knowledge. I don't give a damn for that, because I believe I have the school the way I believe it should be, the way I think is good for the children. The children here live differently, they study differently, they have different responsibilities. They have a different sense of freedom, of relations to their parents, a different kind of outlook on the world, on justice, on everything. And only a group of people can do this, and the group in our case is the kibbutz.

Yehiel Shemi
Sculptor
interview with J.R. Moskin

If a person continues to see only giants, it means he is still looking at the world through the eyes of a child.

Anais Nin
Diaries, Vol. I, 1966

Injuries should be done all together, so that being less tasted, they will give less offence. Benefits should be granted little by little, so that they may be better enjoyed.

Niccolo Machiavelli
The Prince, 1532

I think that in the future people will realize more and more that they are responsible for creating leadership just as they are responsible for creating God. Groups create leaders just as they create other things, but they usually lose their awareness that this is so and begin to feel that a leader is external to them, somebody to whom they must submit. So I would think that in the immediate future leadership will take more the form of the "chairmanship"—and in the distant future, although I can't really visualize it, leadership will become a coordinated effort among people and maybe even titles or status will someday no longer be necessary.

Huey P. Newton
conversation with Erik Erikson, 1973

Women don't know where they stand and may not find out until they realize they are out of the picture entirely.

Cynthia Fuchs Epstein
Sociologist
The N.Y. Academy of Sciences, 1973

For the moment, neither men's nor women's mentalities permit really honest discussion in mixed groups.

Simone de Beauvoir
Interview, *Ms.*, 1972

Because our own sports are so highly competitive, we may tend to believe that all human beings, especially males, are born competitors, driven by their genetic nature to the proposition that winning is "the only thing." The games of many cultures, however, have no competitive element whatever. For example, the Tangu people of New Guinea play a popular game known as taketak, which involves throwing a spinning top into massed lots of stakes driven into the ground. There are two teams. Players of each team try to touch as many stakes with their tops as possible. In the end, however, the participants play not to win but to draw. The game must go on until an exact draw is reached. This requires great skill, since players sometimes must throw their tops into the massed stakes without touching a single one. Taketak expresses a prime value in Tangu culture, that is, the concept of moral equivalency, which is reflected in the precise sharing of foodstuffs among the people.

George B. Leonard
Esalen Sports Symposium

Could anyone really believe [that] Columbia or Capitol Records, *Rolling Stone* or the Los Angeles *Free Press* and their collective graphics were going to inspire and lead society toward a world any different from Macy's toyland on Christmas Eve?

Leslie Woolf Hedley
Arts in Society, Vol. 9, No. 3

Sacrifice, then, legitimizes a person's view of himself as an individual, with the right to feel anger—anger of a peculiar, focused sort. Self-denial, in setting you off as an individual—a virtuous person compared to others who are less forceful—makes possible the ultimate perversion of love; it permits you to practice that most insidious and devastating form of self-righteousness in which you, oppressed, in your anger turn on others who are also oppressed, rather than on those intangible, impersonal forces that have made you vulnerable.

Richard Sennett & Jonathan Cobb
The Hidden Injuries of Class, 1972

EDRS Ordering Instructions

References in this publication that have an ED number may be ordered from the ERIC Document Reproduction Service (EDRS), P.O. Drawer 0, Bethesda, Maryland 20014. To order any of the ED materials, the following information must be furnished: The ED number of the document; the type of reproduction desired—photo copy (HC) or microfiche (MF); the number of copies being ordered. All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate.

BEST COPY AVAILABLE

Flashes

. . . Women runaways now equal or even top the number of men who desert the nest for one reason or another, says Edward Goldfader, president of Tracers Company of America, New York, a firm that deals in tracing missing persons. He cites some statistics from his company. In the early 1960's, the number of husbands who ran away compared with the number of wives, was about 300 to 1. By the late 1960's, the ratio had risen to about 100 to 1. In 1972, it was to 2 to 1. But in 1973, it was just about even. Goldfader drew a composite of the current runaway wife. She's 34½ years old, married at 19, first child within one year of marriage, second child a year and a half later. She's intelligent, caring, anxious to elevate herself above the stereotyped roles of cook, laundress, waitress, housemaid, chauffeur . . .

. . . Oregon Governor Tom McCall announced recently that two college students had been chosen to serve in newly-created positions on the State Board of Higher Education. The students are from the University of Oregon and Portland State University and were chosen by a special review committee created by the state legislature. The new law increased the size of the board fron nine to eleven members, two of whom must be students. One student will serve a one-year term, the other a two-year term . . .

. . . Minneapolis public school officials have come up with a method for converting common, ordinary objects into hard cash—a garage sale.

Hundreds of eager shoppers queued up outside the school system's administration building during the early hours of a recent morning in response to an advertisement for the sale of over 2,000 items considered obsolete or unusable by any of the city's schools. Among the sale items: typewriters that sold for $5 and $10; 75-cent folding chairs; and upright pianos ranging from $5 to $50. "I think I was carried away by the bargains," stated one shopper who filled her basement with desks and chairs and now hopes that nephews and nieces and grandchildren may soon claim them. By the time the three-day event was over, nearly $3,700 had been added to the Minneapolis public school system's budget, as well as a veritable king's ransom in goodwill and improved community relations.

. . . There were some heads that weren't in the clouds at one California Jesuit campus. At the University of San Francisco, a recently-opened public beer hall did a brisk business selling 30 cent beers. Most of its summer trade came from 550 priests and nuns attending a symposium on spirituality . . .

. . . Day turns to night once a year at a Rochester, New York high school for "Community Visitation Night." In an effort to overcome adult resistance to visiting the secondary school, one high school principal hit upon the novel ideal of putting students on "night shift" for a special occasion. Students attend a full schedule of classes between 4:30 and 10:30 p.m.—but this time they bring their parents and grandparents along! Other community citizens and prospective high school student parents are also invited to attend. The result has been improved high school-community relations and a more enthusiastic parent group. For details contact the principal, Dale L. Berne, 2350 Ridge Road East, Rochester, NY 14622 . . .

. . . The "self-fulfilling prophecy" was once again the focus of study in research conducted at the University of Oklahoma Health Sciences Center, according to an article in the *Journal of Counseling Psychology* (Vol. 20, No. 2). John Garfield, Steven Weiss and Ethan Pollack asked 18 elementary and special education counselors to evaluate a hypothetical case: a nine-year-old boy described as defiant, disruptive, aggressive and a poor achiever. All counselors received the same set of facts, with one difference: half heard that he came from an upper-middle-class family with an income of $24,000 per year; the others, that the total family income, including Aid to Families of Dependent Children, was $320 per month.

In the case of the upper-class child, the counselors expressed the desire to visit him at home, talk to him personally, and generally become involved with him. With the lower-class child, the counselors took a more punitive attitude and suggested that he be retained in his present grade. The researchers also noticed differences in counselor behavor: "In the low status group, frequent head shaking and sighing by the subjects were observed as the case was presented. None of this behavior was observed in the high status group." . . .

. . . In the decade between 1962 and 1972, according to the US Census Bureau, the number of adult high school graduates increased from 49% to 61%. The increase was slightly greater for adult men than for adult women, with 61% women and 62% men completing high school as of 1972

. . . Add Watergate to your list of possible courses to take this fall. Some colleges and universities are now offering credit courses or lecture series on the Watergate phenomenon. The schools are focusing their studies on the moral, legal, and political issues raised by the Watergate scandal; and they are booking several key Watergate personalities as guest speakers . . .

Editorial Note

Impact frequently reprints statements that represent provocative, if not extreme, views as a means of sensitizing readers to important issues or developments that are relevant to the work of those with helping responsibilities. Occasionally, these statements may seem to contain political references or to have political connotations. We wish to emphasize that neither by design nor intent does *Impact* take stands on political issues or questions or evaluate political figures. The basis for inclusion of items is determined solely upon the utility of the information for the performance of professional responsibilities and activities and any attempt to draw inferences regarding political views is inappropriate and unwarranted.

BEST COPY AVAILABLE

Achieving Total Outreach Potential A Seven Dimensional Model

by David J. Drum and Howard E. Figler

David J. Drum is currently Director of the Counseling Center at the University of Rhode Island. He is co-author with Howard Figler of a book entitled *Outreach in Counseling*—upon which this article is based—and also collaborated with Dr. Figler on a chapter on "Outreach and Alternative Counseling Services" in the forthcoming book, *Critical Issues in Counseling and Guidance*, edited by Robert L. Smith and Garry R. Walz.

Howard E. Figler is currently Director of Counseling and Placement at Dickinson College in Carlisle, Pennsylvania. He has written recent articles on career counseling in the *Journal of College Placement* and will publish a book entitled *PATH: A Career Exploration for Liberal Arts Students* (Carroll Press) later this year.

During the past several years, "outreach" has emerged as a concept that elicits strong reactions from practicing counselors. To some it is a scare word that triggers fears of job insecurity, dilution of quality services, abandonment of one-to-one helping, and the spectre of spending every working day consulting with other people who will have the privilege of delivering the direct helping service to students. To many others, it is an opportunity to unshackle some of their creative forces and move away from a marginal status in their schools. It is a chance to move into the center of students' lives by providing help at certain key crossroads in their development. Such crossroads have heretofore been inaccessible to most counselors, due to an exclusive reliance upon the passive-reactive direct service model of counseling.

Needless to say, because outreach is viewed by a significant number of counselors as a new and necessary horizon (while, simultaneously, many others view it as a faddish outlaw movement that undermines some of the progress of past decades, important transitional links are needed in order to demonstrate how direct service and outreach programs can be supportively intertwined. It is clear to the majority of counselors who have been actively engaged in outreach programs that a necessary blend of direct service counseling and outreach programs is required if counselors are to become full service professionals within the educational communities they serve.

The major purpose of this article is to fully examine the concept of outreach and specific forms of outreach activities in order to: 1) help clarify why counselors are experiencing increasing pressure from students and administrators to provide outreach programs; 2) illustrate the evolution of outreach concepts and activities; 3) present a comprehensive outreach model for augmenting the direct service model of counseling and multiplying its impact; and 4) describe some possible methods of implementing each scale of the comprehensive model.

Pressure for Diversification of Counseling Services

Why has the demand for outreach services risen during the past several years? The answer lies in our recognition that the direct service model is not elastic enough to meet the developmental and affective needs of large numbers of students. Because of the counselor's preoccupation with the clinically-oriented direct-service model, he has been unable to involve himself with the numerous developmental needs most students face during their college years. Chickering illustrates these developmental needs:

> Many young adults are all dressed up and don't know where to go; they have energy but no destination. The dilemma is not just "Who am I? but "Who am I going to be?"; not just "Where am I?" but "Where am I going?" (*Education and Identity*, pp. 15-16)

Students continually find themselves at developmental crossroads, in need of help that will enable them to avoid the quicksand of premature decisions and to build their futures upon solid psychological ground. It is the counselor's presence at these crossroads, in both direct and indirect ways, that places him where the real action is happening. Much of the real action in students' lives takes place far from the confines of the counselor's office.

Both student and counselor benefit from the appropriate timing of the helper's intervention. The student benefits in that he avoids having his needs degenerate over time into problems or crises. The counselor gains in that often he succeeds in eliminating massive time commitments that might otherwise be required to help change or reverse the crippling effects of hasty decisions.

In addition to its patent ability to ignore intervention until too long after developmental needs and growth problems have arieen, the direct service model has shown many other significant limitations.

Some of the limitations are:

1. Limiting the target of the counselor's intervention to the individual who is thus isolated from the formal and informal groups he is identified with, and the impact the educational institution has on his development and growth.

2. Limiting the setting in which helping takes place to the counselor's office or other narrowly-defined safe places, rather taan encouraging helping through structured classroom intervention (courses for personal growth, modules in developing appropriate life skills, etc.) and in the natural environment of the student.

3. Limiting counseling to the more direct forms of assistance (interviews, groups, etc.) and not fully capitalizing on the indirect methods and resources available to meet a large number of student's needs.

4. Limiting the number of helpers available by not providing programs for selection, training, and rewarding other potential helpers within the educational com-

munity.

5. Limiting counseling methods largely to individual and group counseling approaches rather than taking full advantage of training as a method of treatment, theme-focused developmental programs, and other planned methods of intervention.

6. Limiting the counselor's focus, in the sense that he views the student as having a distinct problem rather than viewing him as having a constellation of developmental needs and, therefore, profiting from post-vention after treatment of the present problem. The direct service model encourages the counselor to view the student as one-dimensional in terms of need and not as a profile of needs of different strengths.

Later in this article we will present a seven-dimensional model of Outreach Potential that graphically illustrates how it is possible to break through the constraints of the direct service model. Also, the model will illustrate how movement from traditional counseling services into outreach occurs in small, easy steps rather than radical shifts or revamping of the entire counseling program. In fact, several programs initially classified as distinct outreach programs are now readily seen by many counselors as full partners with the direct service model.

Evolving Nature of Outreach

Within the past three years the term outreach has become a catch-all category for a variety of modes of intervention in student's lives, — peer helping approaches, satellite counseling locations, self-help materials, consultation activities with student and faculty groups, new group approaches, etc. Some professionals' conceptual view of outreach is synonymous with only one of the above types of service. However, others recognize outreach as the end product of an evolutionary chain that now enables counselors to extend direct service, developmental and preventive counseling programs to the majority of their students.

The fact that very few professional counselors acknowledge the comprehensive nature of outreach theory is not surprising in view of the following facts. First, until the publication of *Outreach in Counseling*, there weren't any books whose dominant theme was that of systematizing outreach and developing a working model for implementing it in counseling practice. Second, most counselors interested in outreach were absorbed in the development, implementation and evaluation of the specific and isolated types of outreach they were practicing.

In 1969, when we began to develop the "Seven-Dimensional Model of Outreach Potential," there was very little in the research literature that illustrated either the theory or use of outreach programming. During the intervening years, articles dealing with the concept of outreach and the expanded counseling mission began to appear with increasing regularity. Viewing the early literature in retrospect, a clear signal of the emergence of outreach was Ivey's call for changing the title of the American Personnel and Guidance Association (APGA) to the Association for Human Development (AHD). Ivey stated (1970, pp. 529-530) that:

> Instead of looking to antiquated medical and psychological models for guidance, we should be asking our own questions. For example, what are the key developmental tasks and needed human relations skills of the American Adolescent?
>
> In relying on medical and psychological models, we have tended to become problem-centered rather than person-centered. Clearly, a developmental framework forces all of us to change our orientation to a new, positive and dynamic framework of human development rather than human control and repair.

Increasing numbers of counselors have felt that we should learn to intervene when students are at critical life decision points or developmental crossroads. This consensus of feeling has highlighted the need for a proactive, outreach model of helping. In order to provide this more active type of assistance to students, counselors were forced to move far beyond the boundaries of the traditional direct service model, which operates from a passive-reactive framework requiring the student to take the first step in the helping process.

Outreach is a self-defining term in that it literally means reaching out and, thus, going beyond the confines of the passive-reactive model. It does not mean jettisoning and abandoning the "corrective" and "remedial" needs of students at our schools. Also, it is not limited to physically reaching out (satellite counseling locations, consulting with faculty, etc.), but includes reaching out through the development of new programs and styles of intervention. Furthermore, it offers students programs for growth and development that are so well-designed, diversified, and meaningful that they cannot refuse the opportunity to take advantage of the available assistance. This larger scope of outreach is a relatively recent development, as reported in *Outreach in Counseling* (Drum and Figler, 1973 p. 39).

> At first, outreach was viewed by counselors as a movement out of the office and into other settings within the school or college. More recently, the definition of outreach has been broadened to include all efforts on the part of the counselor to diversify his counseling mission by offering multiple modes of intervention as well as one-to-one direct service, thus providing widespread benefits to the majority of students at his school . . . . Just as the definition of outreach has been evolving over the past several years, so have the basic objectives it attempts to satisfy.

Evolving Objectives of Outreach

The basic objectives of outreach have evolved through four stages. The first objective of outreach programs was to increase the availability and visibility of already existing direct services. Some of these initial outreach efforts included: 1) placing counselors in residence halls, library reading rooms, etc; 2) making career information more accessible by putting displays in activities buildings; and 3) providing training in the techniques of effective referral to strategic supportive personnel.

The second type of outreach evolution involved programs designed to increase the quality and diversity of the direct service model. Certain advances in this form of outreach activity resulted from the counselor's attempt to expand his counseling support materials. Advances in diversity of service resulted from the development of a number of effective self-help approaches and programmed materials for use by students.

The third stage in outreach evolution was one that did not reinforce or diversify the direct service model. Instead, it required counselors to change their focus from dealing with problems to aiding development. This third

stage represented the first real attempt to fulfill Ivey's "person-centered rather than problem-centered" objective. The third objective of outreach was to aid and facilitate a student's positive growth and development. Counselors began to develop programs to humanize the educational curriculum and demonstrate the relationship between intellectual and affective development. Outreach programs such as workshops on value clarification, seminars on developing communication skills, programs for acquiring assertive and negotiating skills, etc. began to flourish and produce widespread student benefits.

As a result of these new outreach programs, what had seemed for years to be rather nebulous goal-aiding (growth and development) had begun to be operationally realized through outreach programs. From this point on it became clear to many professional counselors that it was possible to fulfill the twin goals of remediating students' problems as well as providing developmental help in the support of positive growth. Southworth and Slovin succinctly stated the value of deliberate intervention during the developmental process:

> We who mount outreach programs from college counseling centers are beginning to find them clearly productive. Through our influence and the influence of those we train, individuals and groups can learn to function better and move toward more productive and self-fulfilling lives than they would have been able to realize had we not come on the scene and deliberately intervened.

The most recent goal of outreach efforts has been to extend assistance to students prior to their awareness of a need for help. This outreach objective has been labeled "preventive" because programs in this category of outreach attempttto anticipate and prevent problems from occuring. Preventive outreach requires the counselor to apply his skills on a system-wide basis in order to serve the 80 to 90 percent of the students with whom he never has direct contact. In order to apply his skills on this larger scale he must function as an advocate, environmental analyst, anticipator of institutional and individual needs, educator, etc. To augment his ability to function in a preventive capacity he will need to draw upon the theory and research dealing with campus change published by organizations such as NTL Higher Educational Laboratory, Western Interstate Commission for Higher Education task force, and Educational Testing Service, and the research and writings of many individual counselors (Warnath, Morrill *et al*, etc.).

These last two forms of outreach activities—creation of programs for prevention and design of programs for individuals with developmental needs—enable the counselor to become fully involved in the educational process. The amount of impact a counselor can have on the lives of the students who populate his school can be multiplied many times beyond what he can achieve through the direct service model, if he provides for the resolution of developmental needs by designing courses or modules which can be offered through the normal curriculum.

A Comprehensive Model of Outreach Potential

The seven-dimensional model (see outline chart) describes a structure that can be used to maximize the developmental and preventive help a counseling service delivers to a student population in a secondary school or college. This is a model of total outreach capability. It indicates a framework within which traditional and innovative helping approaches can be consolidated, and demonstrates that the total potential for delivery of counseling service has hardly been tapped to date.

The vertical line separating the left portion of the model from all on the right indicates where the direct service model ends and the outreach approaches begin. Until recent years, most counseling services operated largely within the left sector, utilizing direct service in a generally "reactive" model of helping. This model supplies the outreach dimensions which the counselor must add onto his direct services in order to be able to meet students' developmental needs adequately and to act as a preventive agent.

Each scale is thought to be a continuous variable in that each point on the scale rightward denotes a different kind of outreach quality. There are intermediate points between those that have been identified. Furthermore, the counselor should recognize that he can move back and forth among points on the scale, according to which points may serve his interests best at the time.

Each dimension of the model shows ways of "stretching" the impact of the counseling center to greater numbers of students for help with their developmental needs. In many cases, the counselor will find that outreach approaches can stretch his impact without necessitating additional staff or resources. Many of the outreach methods call for reallocation of the counselor's time in order to improve his success in reaching students who need help. Generally, this "stretching" process can occur in three different ways: 1) greater numbers of students receive developmental assistance; 2) The student is offered more than one mode of contact with helping services (see explanation below); and 3) The student receives assistance during a greater proportion of the time span that he spends in school or college.

It should be emphasized that the model of outreach potential would shift a great deal of the counselor's work from *responding* to *initiating* behaviors. Many of the entry points in the model require that the counselor take action long before the student indicates (or even recognizes) a need for assistance. Thus, the proportion of direct service time would be reduced, and the proportion of time spent initiating indirect services would increase.

Another key principle of the outreach model is that education and personal growth are not assumed to take place in separate spheres, or even thought to be incompatible. On the contrary, many of the entry points in this model involve the counselor in enhancing the student's academic work and his personal development concurrently. It is vital that each counselor using outreach methods recognize this principle, because the success of the model will depend heavily upon the degree to which developmental help can be offered within the context of educational activities.

The larger educational implications for counselors and psychologists who use outreach methods are well stated by Guerney and others:

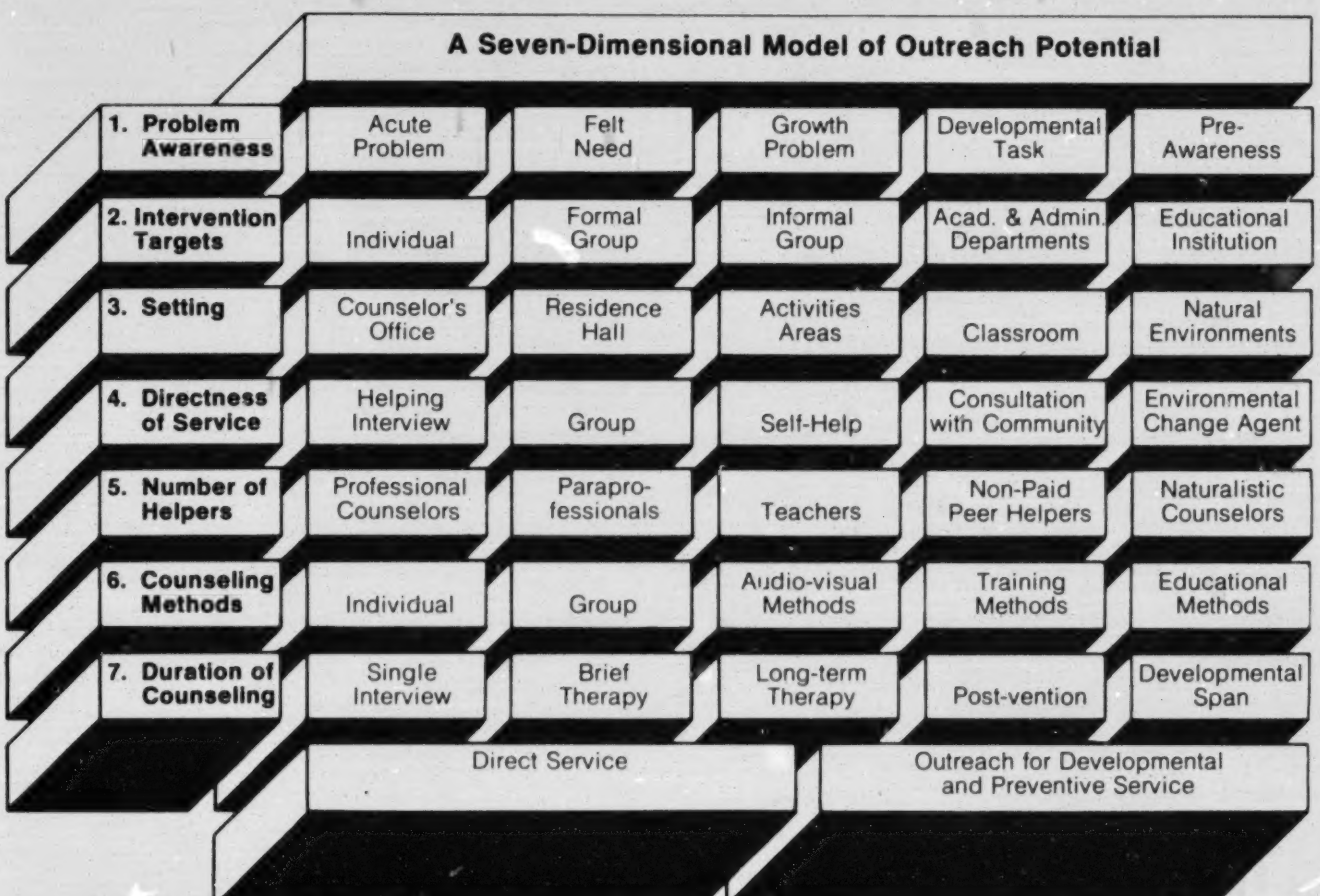
> We would define the role of the practicing psychologist following the educational model as "teaching personal and interpersonal attitudes and skills which the student can apply to solve present and future psychological problems and to enhance his own and others' satisfaction with life" .... as far as clients or students are concerned, the main question is no longer who needs the instruction ('who is sick') but who wants to learn what (Guerney, *et al*, 1970).

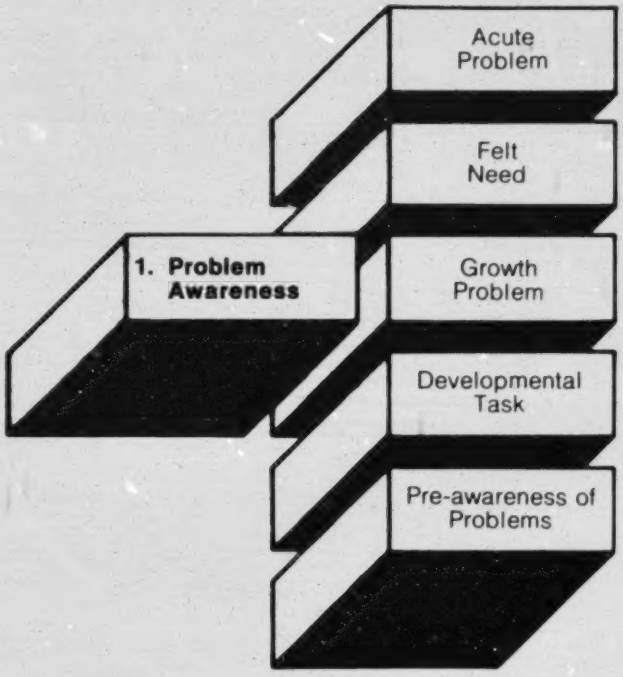
The model presented here is an ideal. It depicts how a counseling center can make use of every available resource and method of intervention in its attempt to deliver remedial, developmental, and preventive forms of help at all times that they may be needed in the student population. Since it is an ideal, it should not be regarded as a total program that must immediately be put into effect. In fact, a counselor will probably find that he can implement only a few of the items shown on the model at any given time. It is not mandatory that the counselor operate in all seven dimensions simultaneously; such comprehensive measures may often be unworkable due to limited resources and the slowness of putting change into operation. However, it should be noted that these seven dimensions are not factorially independent; consequently, it may be possible to work in two or three dimensions, at the same time, through initiating a single outreach program. For example, a consultation program with faculty would involve the counselor in "indirect service," a new "helping method," and using a new "intervention target."

In the long run, the comprehensive outreach model presented here must be viewed as the ultimate goal of the counseling service, because it puts into operational terms a strategy for delivering assistance to all students who could profit from it. If a counselor does not work toward a comprehensive model, and simply settles for a few parts of the model without pushing farther, the demands for direct service will continue to overwhelm his capacity to help. This comprehensive model enables the counselor to prevent huge backlogs of direct service demands, by 1) calling upon additional resources; 2) improving the timing between a student's need for help and the time he receives it; and 3) advocating changes in aspects of the educational system which prevent a student from receiving the help he needs.

Below is an explanation of each dimension of the outreach model, We have identified each entry point for the particular scale, noted the extent of current practice, and presented a method for implementing outreach plans.

Based upon our experience in teaching outreach principles and using outreach programs since the publication of *Outreach in Counseling*, we have altered slightly the labels of certain points on the seven dimensions below from the model developed in 1970, and have labeled additional points where experience has shown that a new kind of outreach could be made available. However, it should be noted that the substance of the outreach model remains the same; hence the model below and the one shown in *Outreach in Counseling* (pp. 21-24) can be considered generally interchangeable.





In order to fully satisfy students', the counselor must learn to unlock the mental handcuffs the direct service model has placed on him. He must time the offering of his services more closely to the origin of the need. As an individual passes through various phases of life, he faces, and must resolve, certain developmental tasks. Failure to successfully resolve these developmental tasks can lead to severe dysfunctioning. It is usually at the point of substantial deterioration that the traditional counselor becomes involved, for a student must feel substantial anguish and discomfort in order to motivate himself to seek out the counselor. How often have we heard the sad refrain from students "I wish I had come to see you earlier!"

In the field of psychology we distinguish between the concepts of motivation and drive. Drive is considered to be a heightened state of the organism while motivation is seen as drive plus directionality toward reducing that drive. We have been masters at intervening when students have both drive and motivation. With the advent of numerous theme-focused services and life-skills groups we have seen how well-designed programs can energize development and fulfill growth needs without waiting for deterioration to set in and provide the motivation.

The "Problem Awareness" scale is one of the most graphic dimensions in this outreach model. Many counselors can vividly recall students who have made a few abortive attempts to resolve some developmental need, only to find themselves sliding backward along the scale, into the range of acute problems.

Consider the following hypothetical example of how a student's initial concern may degenerate into an acute problem.

> A student enrolls in your college and registers for a room in one of the residence halls. He comes from a small isolated town where his family and relatives have lived for years. The environment was very supportive and made it easy for him to acquire friends and feel part of everything. When he arrives at the large university he is faced with a new developmental task—that of developing a system of friendships or support which provide him the nourishment and human connection he desires. He experiences difficulty in finding friends with whom he can relate and begins to sense that he lacks the ability to communicate his needs clearly. He starts to feel anxious and alone and decides to travel home every weekend. Soon coming back to college becomes difficult because he associates school with loneliness and feelings of alienation. After seven months of failing at relating to his fellow students he begins to experience considerable anguish and depression and is unable to attend classes because he is too tired to awaken in the morning. His feelings of failure begin to mount and he becomes overwhelmed and confused and panicked enough to seek out the school counselor. He has completely regressed across the scale on problem awareness passing through every stage until his problem became acute and motivated him to seek out the counselor.

During the Summer Orientation Program for incoming freshman at the University of Rhode Island we asked student volunteers to complete a questionnaire designed by various offices within the Division of Student Affairs. One of the questions on that survey asked:

> During the college years almost every student desires to either overcome some personal problem or further his personal growth. If this describes you in any way, which of the following areas do you wish to examine more thoroughly?
> a. learning to cope with mood changes
> b. managing feelings of tension or anxiety
> c. developing effective communication skills so that you can better express yourself to others
> d. developing a more positive self-image
> e. understanding your relationship with your parents
> f. handling feelings of depression, loneliness, or anger
> g. understanding human sexuality and sex roles
> h. none of the above
> i. other

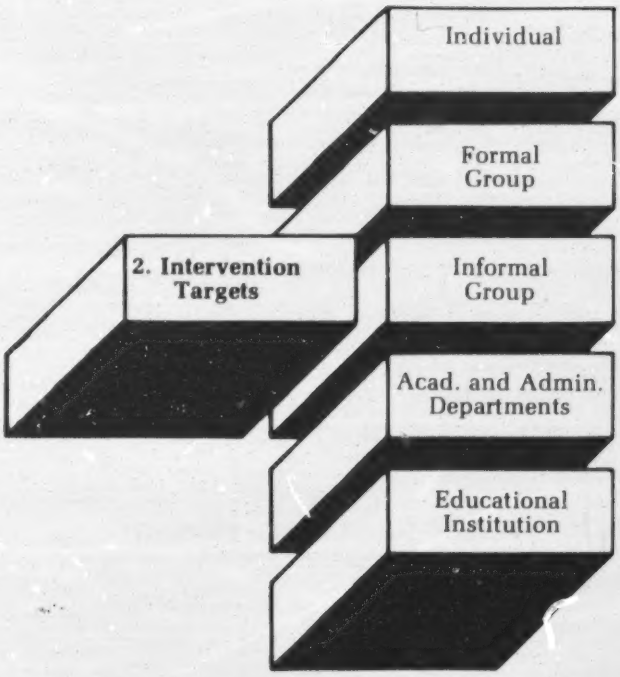
Eight out of every ten freshmen who completed this survey indicated that they wanted to examine one of the areas mentioned more thoroughly. A number of students asked if they could check more than one of the above alternatives. Thus, it is clear that students are in the process of trying to resolve developmental tasks or are just beginning to face new growth issues. The counselor can be most effective by intervening when these needs first begin to surface.

Putting This Scale Into Operation:

In order to begin implementing this scale, it would be wise to use a survey of developmental needs, such as the example mentioned above. A survey of this kind should be administered at the beginning of a student's tenure in the educational institution.

In addition, the counselor should develop programs that correspond to the expected developmental tasks of adolescence and early adulthood, on the assumption that many students will not be aware of their tasks at a conscious level, but may respond to the programs presented to them.

Also, the counselor should make significant use of peer helpers (see "Number of Helpers" scale for identifying pre-awareness problems, because peer helpers are close to the individual's daily behavior and can thus serve as "sensors" of emerging developmental problems.



If a counselor is to have widespread impact on students' development and on the quality of life in his educational community, he must broaden his target of intervention beyond the individual. In addition, he must broaden his intervention approaches so he can help individuals and groups clarify the reciprocal impact they exert on each other's development.

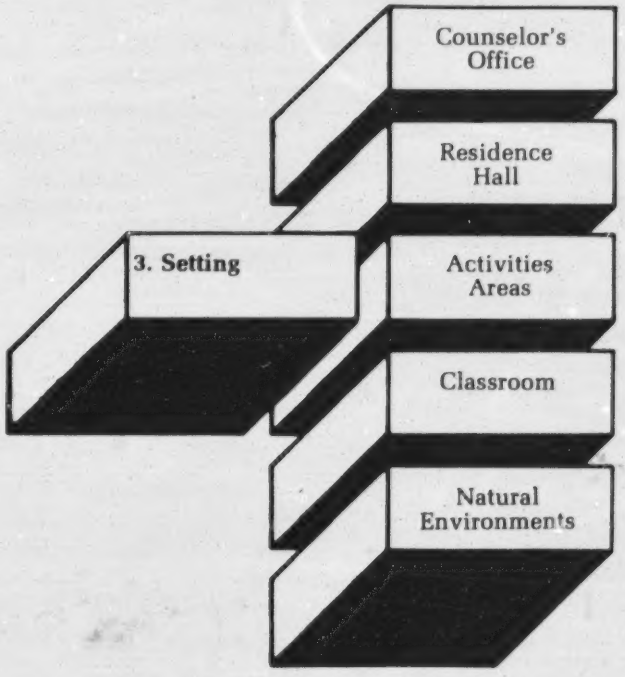
The concept of having specific targets of intervention for a counseling program is unique to the outreach point of view. Most current practice is not oriented toward active intervention. However, there is a myriad of special subgroups in the school or college population which can be identified such as clubs, social groups, academic units, and political groups. Each of these groups may have special needs and every member of a specific group may share a common need. Intervention also can be directed toward informal groups of students who have common needs but do not recognize themselves as groups (e.g., those having concerns about sexuality, financial assistance, or graduate study). Intervention with formal or informal faculty groups can significantly increase faculty members' one-to-one counseling skills and help them develop ways of integrating their students' personal needs with educational objectives.

Changes in departmental structure can aid the delivery of developmental help to a student; responsibilities of teachers and administrators can be redefined, possibilities for interdisciplinary majors can be developed, and referral links can be solidified by changes of organizational arrangements and policies. Intervention with the educational institution as a whole can include such organizational restructuring, as well as attention paid to system-wide environmental problems (Ex: classroom facilities, study resources, testing programs, social policies, etc.). This entire dimension implies a great deal of initiative on the counselor's part since, by definition, any intervention denotes action that is initiated by the counselor.

Putting This Scale Into Operation:

Working on the "intervention targets" scale will require the counselor to conduct a comprehensive survey of needs among all members of his educational community. Such needs can be ascertained by asking individuals about the kinds of changes they would like to see, the major problems that hinder their work, and so forth. A fuller discussion of surveying needs is found in Component 5 of *Outreach In Counseling*, pages 119-127. Once these needs have been identified, the counselor should decide which targets of intervention are most likely to yield benefits that will answer the specific needs revealed by the survey.

Thus, in the language of social work and community organization, the counselor engages in a technique of identifying the resources and people who can best help his population of clients.



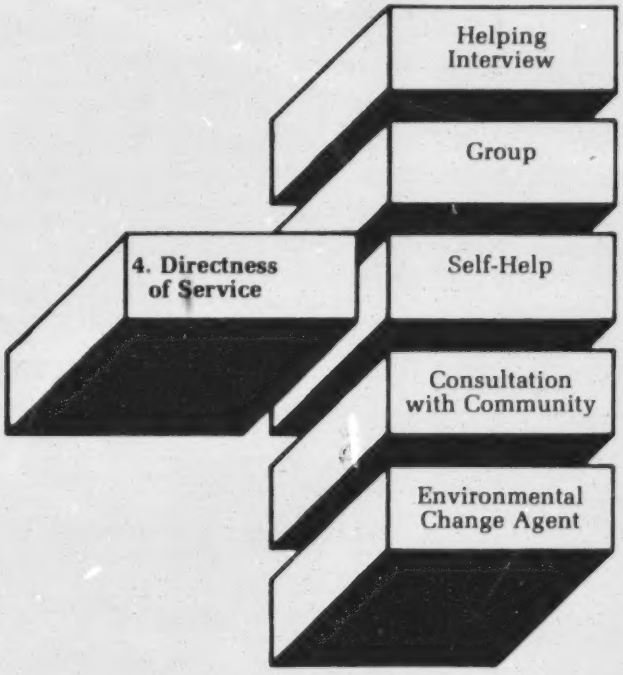
Although many students do not respond comfortably to bringing their concerns to a counselor's office, we continue to do most of our work there. What use can be made of residence halls, classrooms, student activities areas, or even the homes of the students? What about other areas where students naturally tend to congregate? Outreach that moves into the classroom would involve the integration of developmental methods (such as deliberate psychological education) with traditional educational objectives. It is vital to capitalize upon settings other than the counselor's office, because students usually seek help in the places where they spend most of their time; they regard a trip to the counselor's office as a significant departure from their routine, and often, may feel correspondingly uncomfortable there. On the other hand, natural settings appeal to the student because he does not appear to be departing from his "normal" pattern of behavior, thus arousing a minimum of attention from his peers. Through the recent development of effective peer helping systems it has become many times more

likely that when a student, living in his natural environment, expresses a problem or developmental need to one of his peers, he will receive helpful assistance in an informal, natural way.

Putting This Scale Into Operation:

The first step in working with the "Setting" scale is to acknowledge that there is a wide variety of potential helpers already decentralized in the educational and outer communities. Having identified who these helpers are (see "Number of Helpers" scale), it will then be possible to train them, make students aware of their availability in various locations, and make the various helpers aware of each other and the entire network of helpers. This decentralization can best be accomplished by targeting a certain number of helpers in all physical areas of the community. If helpers do not voluntarily emerge from a particular setting (e.g., a residence hall), special efforts should be made to encourage individuals there to offer their services.

A second step in implementing this scale is to draw on the fifth component, Assessment of Needs, to determine specific needs that can be satisfied through the educational curriculum. In order to meet some of the assessed needs, the counselor might have to function as a consultant to the classroom instructor and might even directly teach modules within courses in order to help students arrive at solutions to their developmental needs.



Most current counseling practices focus upon the first two points of this scale, which are direct service methods; however outreach adds several points to this scale that release the counselor from the need to be directly and continuously involved in the helping process.

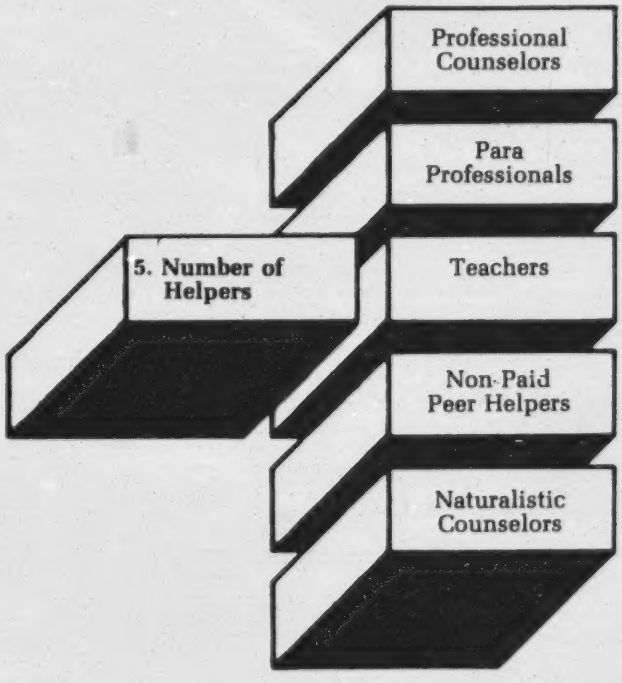
Self-help approaches consist of programs created by or available through the counselor, but used by the student himself, without the need for the continuous involvement of the helping person. *Outreach in Counseling* (pp. 149-176) lists and describes a number of existing programs and materials students can use on a self-help basis.

Through consultation efforts, the counselor can help the student both within the educational community and the larger community. Such consultation is not simply a referral, but an active solicitation of the community resources a student may need (e.g., identifying possibilities for work/study experiences that can enhance the student's educational and developmental goals). Even though the counselor is highly instrumental in helping students remedy serious problems or meet developmental needs through consulting with community resources, his direct involvement with the individual student is reduced.

As the counselor moves from being a consultant within his community to becoming an environmental change agent he ventures into his least direct, but most global method of helping students. Helping to restructure the school or college can have a powerful effect upon the student's development (e.g., finding ways to combine the intellectual and affective development of students), even though the direct contact between the students served and the counselor is minimal.

Putting This Scale Into Operation:

In order to develop indirect services, the counselor must begin by doing exhaustive research of the existing resources that can potentially be made available. With reference to the points on the scale above, the following kinds of research would be appropriate: (a) *Self-Help*—Research the educational methods and programs available for self-instructional programs; (b) *Community*—Research the people and programs available in the inner and outer communities that can assist the student; (c) *Environment*—Research the administrative funds and policies that might permit institutional change. Based upon the results of such information, the counselor should plan specific new programs of intervention that will take maximum advantage of the available resources.



This dimension encourages the counselor to spread his helping skills to other people in the educational community so he can multiply the effects of his counseling service. By capitalizing upon the helping talents of students, faculty, and administrators within his school, the counselor can develop a network of helpers who are in daily, natural contact with students. One reason we must draw upon these additional sources of help is that counseling services will never be staffed at the level necessary to provide the quality and quantity of helping interactions students require to fullfill their developmental and remedial needs.

Although massive evidence points toward the effectiveness of appropriately trained peers, paraprofessionals, faculty, etc., in delivering quality helping services, some professional counselors are still highly skeptical of their value.

Some of their skepticism is based on failures they have witnessed in their own schools; some of it is based on fears that the quality of service will be diluted. It is, indeed, easy to point to a number of peer and paraprofessional training programs that have failed. However, paraprofessional and peer helper training programs have proven highly successful when appropriate selection, training, organizational and reward structures were included. In fact, it is possible to state with a high degree of assurance that technology and organizational skills exist which virtually assure the success of efforts to identify, train, organize, and monitor effective non-professional helping services.

The counselor should consider involving all or some of the following sources of help:

1. **Peer Helpers**—students who have been selected and trained to provide a more complete range of counseling services than the paraprofessional. Most peer-helping programs operate on a volunteer basis and the peer helpers do not receive compensation.

2. **Paraprofessionals**—individuals who have been selected and trained to provide a limited range of counseling services. Paraprofessionals, as distinguished from peer helpers, are usually paid for their services and perform more technical tasks or have limited therapeutic roles.

3. **Teachers**—many members of the faculty and staff have daily contact with students and would like to help them with important life decisions. By identifying and training teachers in helping skills the counselor might be able to use their assistance to improve the overall mental health of the student body.

4. **Naturalistic Counselors**—individuals within a school or community who already possess the qualities of an effective helper and can be used, informally or in a programmatic way, to effect a student's positive growth and development.

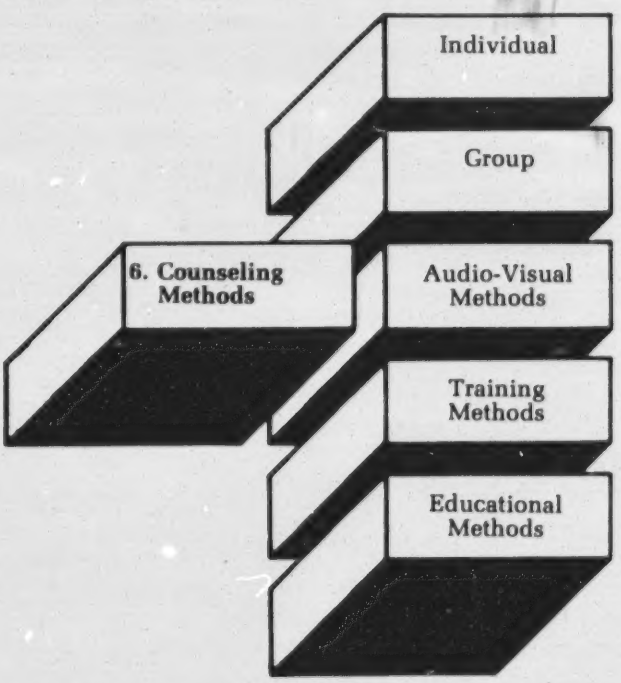
Putting This Scale Into Operation:

In order to put this scale into operation the counselor can draw upon Components 1 and 2 outlined in *Outreach in Counseling*. Component 1 indicates some methods the counselor might find helpful in identifying people with helping potential and Component 2 discusses programs for training individuals who have been identified as having that potential. A wealth of additional information about selection and training of peer helpers is available in the research literature through the writings of Ivey, Delworth, Zimpfer, Carkhuff, and many others.

Two very effective paraprofessional and peer helper training systems currently available are Microcounseling (Ivey) and Systematic Human Relations Training (Carkhuff). Both of these systems have been successfully implemented in a variety of helping settings and have been substantiated as effective by a number of research studies.

At present a number of new programs are being implemented which use paraprofessional and peer helpers in novel ways. One such program entitled PEACE (Peer Environmental Analysts, Counselors, Educators) is a comprehensive peer helping system in operation at The American University. This program is federally funded and uses peer helpers to conduct research and assess the university environment, perform a variety of direct services, and teach learning skills.

A new guide entitled, Paraprofessionals in Counseling, Guidance, and Personnel Services (APGA Reprint Series #5) is being published this spring (1974) and will include a detailed overview of the issues involved in the use of paraprofessionals, a review of a number of working paraprofessional programs, and a summary of available research findings.



Although we may appear to have made great progress in this dimension, our refinements of technique have focused primarily upon helping methods that exist within the context of direct service. Co-counseling, computer counseling, videotape counseling, and creative group methods represent advances in technique; but we must be alert to other methods that can reach students in different ways.

A relatively new phenomenon known as "reciprocal helping" has appeared with increasing regularity over the past few years. "Reciprocal helping" refers to those situations in which an individual can experience personal growth through helping others. We have had sufficient experience with peer-staffed drug abuse centers, hotlines, Big Brothers programs, and others to recognize that many school and college students gain rewards and insights through being helpers. Such experiences can and do significantly affect their own development. It is

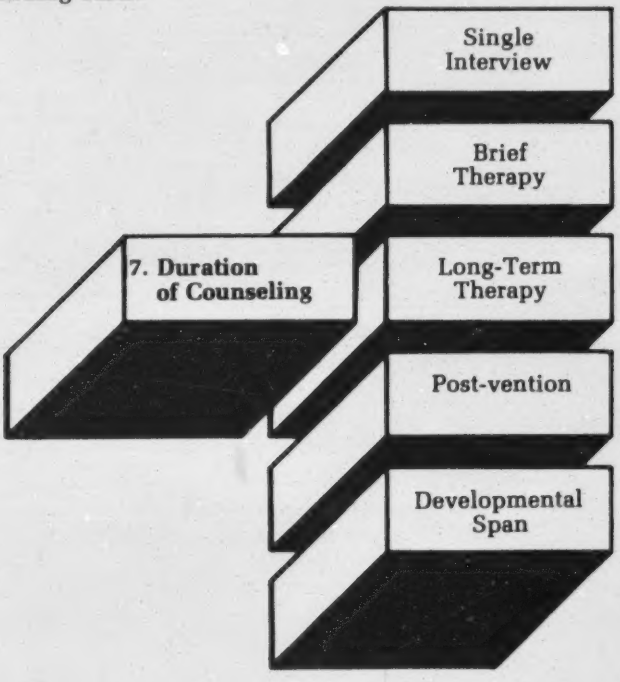
legitimate for the counselor to conceive of many of his training efforts as methods of counseling because those efforts yield so many mental health benefits beyond the helping skills acquired by the trainees. Two good examples of helping skills training programs whose life benefits extend beyond the actual skills acquired are communications and assertion training.

Educational methods are being conceived today which enhance the personal development of the student. Values clarification and values teaching methods have demonstrated that personal values can be integrated with educational content, and that the result is beneficial both educationally and developmentally. Through this and other indirect approaches, the counselor can make the student's education more meaningful, and thus prevent personal frustration and boredom in the classroom. In general, the counselor's role must be more broadly conceived as an educational role, one that utilizes his special skills to teach the student (directly or through others) how to maximize his education and personal growth.

Putting This Scale Into Operation:

For the "Training Methods" portion of this scale, the counselor must begin by identifying existing or potential vehicles (e.g., hotlines) in which students have the opportunitiy to help others. Following this, the students who want to help can be identified and suitably trained, thus gaining indirectly some of the help they seek.

For the "educational methods" segment of the scale, the counselor must begin by researching methods for putting deliberate psychological education into practice (see *Personnel and Guidance Journal* edited by Ivey and Alschuler), and methods which the counselor can use to help the teacher improve his educational efforts (e.g., applying principles of group dynamics to the classroom). Next, he should determine which people have the capability, willingness, and the responsibility for introducing such improved educational methods to students, and influence these people to initiate such methods on a continuing basis.



This scale emphasizes that development is a continuous, normal, and healthy sequence of problem-solving events, and that it is a respectable part of the student's education to seek assistance whenever he needs it. One would expect that the duration of contact between a student and the people who help him could be as long as the years he is in school and college, because there are developmental choice points all along the way.

Direct service engages the student in contacts of great length and intensity (long-term counseling), but it does not make provisions for continuity of developmental intervention once the present problem has been resolved. The counselor typically views the student as having a single need (problem) rather than viewing him as having a profile of developmental needs, many of which could be satisfied through various types of services throughout his educational career. Hence, the student who sees a counselor for emotional adjustment problems during his freshman year could benefit from assistance later in school, when he chooses a major field of study, experiences social dissatisfactions, develops a career objective, or makes other educational or personal decisions. Outreach approaches should stimulate multiple contacts between students and helpers, thus communicating to the student that it is possible and desirable to move in and out of the helping process, asking for assistance when it is necessary or retiring to one's own resources when that is more comfortable. "Post-vention" refers to the help that is offered after a crisis intervention has taken place.

This point on the "Duration" scale refers not only to those follow-up contacts that a counselor may have with a student after completion of counseling, but also the contacts that a student may have with helpers as he undertakes developmental tasks that were first noted during counseling. The counselor must make it clear during counseling that developmental help is available at numerous points along the developmental path. Thus, the post-vention seeks to help the student become conscious of the tasks that he must complete, and thus leads naturally to the recognition that help is available during the entire developmental span.

Putting This Scale Into Operation:

In order to begin to establish that the duration of counseling can cover the entire developmental span of the student's years in school and college, the counselor should begin by uublicizing the existence and availability of the helping network to all people who have regular contact with students at various times during their educational process. Additionally, the counselor must make these people aware of the entire set of developmental tasks which confront the adolescent and early adult, and the fluid nature of such development. Thus, all people in a position to help and make referrals to helpers would gain some awareness of the continuous nature of development and the regular availability of people who can provide help.

The Ten Components of the Growth and Prevention Model

The seven dimensions of the comprehensive model of outreach have been distilled from the growth and prevention model presented in *Outreach In Counseling*. The reader who wishes to understand the theoretical basis upon which these seven dimensions were developed and

grams are derived should read selected portions of the text.

Furthermore, *Outreach In Counseling* demonstrates that a comprehensive model of outreach potential must be constructed on a foundation of the ten components of growth and prevention. These components are the building blocks that point the counselor toward outreach programs he can put into practice. A brief overview of the ten components that are listed and comprehensively discussed in *Outreach in Counseling* is presented below:

The Growth and Prevention Model

Component	Contribution
Providing Additional Sources of Help	
1. Identifying people with helping potential	Identifies people who have ability and interest and perhaps some experience in helping students, but who have little or no professional training.
2. Providing counselor training for people with helping potential	Builds upon the natural or acquired skills and motivation of people who, on an informal basis, may establish helping relationships with students; offers systematic principles and exercises for improving the helping process.
3. Utilizing community resources	Encourages and directs counselors to maximally utilize helping people and existing information which lie outside of the educational institution.
Identifying Sources of Student Problems	
4. Determining problem areas	Identifies methods of determining significant problem areas of students; points toward associating common problems with particular subgroups of students and identifying those problems that are institution-wide; offers a diagrammatic rationale for the need to identify problems and the students who have them.
5. Dealing with environmental factors	Develops a rationale for dealing with forces in the educational environment; identifies data-gathering instruments for obtaining information about the environments that encourage or inhibit growth of students. Points the way toward dealing with environmental factors so that the student's development is benefited.

Rationale for the Growth and Prevention Model

Component	Contribution
Providing Self-help Programs	
6. Encouraging self-direction	Increases the student's awareness of his potential for controlling and energizing the critical decisions in his life; enables the student to recognize that he can be the chief agent of his own development.
7. Providing programs for self-direction	Helps the student to be more responsible for his own decision-making by providing self-instruction materials to be used when a helping person is not available or when the student would prefer to develop his plans alone.
Providing for an Evaluation of the Student, the Counselor and the Counseling Service	
8. Using developmental testing	Identifies ways in which tests can be used to provide the student continual feedback on his development; emphasizes that the use of tests as predictors and indices of pathology should be reduced in favor of using tests in non-threatening ways to support the student's self-direction.
Component	**Contribution**
9. Examining the individual counselor as a unit of research	Seeks to identify the variables that contribute to or detract from the success of a specific counselor.
10. Assessing counseling programs	Describes ways in which the implementation and outcomes of the growth and prevention model can be evaluated and proposes general guidelines for assessing the outcomes of any counseling program.

Outcomes of a Comprehensive Outreach Model

What can a counseling service with a comprehensive outreach program and a full array of traditional services offer students? It can offer a three-component system with the range and diversity of intervention necessary to meet the needs of the majority of students. The three components are: 1) "remedial" or "corrective" counseling services; 2) developmental programs and services; and; 3) preventative programs. The relative prominence of these components in any single counseling center will depend upon the unique characteristics of the students and the school.

To date, most counseling centers have concentrated upon only the first of these three components. The counselor's one-sided focus on the remedial component is a direct reflection of the private-practice orientation. We are now aware that such emphasis has led us to progressively shrinking levels of budgetary support. Consequently, the counselor must move toward an internal realignment of his priorities that will provide the necessary resources to become multidimensional and offer services in all three broad service areas.

One way a counselor can effect such a realignment is to provide time for developmental and preventative programs by placing an upper limit on the total number of hours he devotes to one-to-one and traditional group counseling. Another method would involve replacing people in direct service counseling positions with individuals who can and are willing to specialize in developmental programs and system-wide interventions.

The major benefits and outcomes that can be achieved from implementing a comprehensive outreach program (*Outreach In Counseling*, Drum and Figler, 1973, pp. 215-216) are as follows:

1. Timing: The model will be able to deliver developmental help to the student at several different points in time, starting with preawareness of a problem or crisis. In many cases, this model will alert the student to growth needs that might have otherwise remained dormant.

2. Responsiveness: The time spent by the professional counselor in giving direct service will be more productive because students will be more likely to disclose themselves. They will have more programs and services to assist them; they will be more likely to be acquainted with the nature of a helping relationship; and they will be less likely to require preliminary emotional support because they probably have had previous contact with a helping person.

3. Network of Counselors: The counseling service's ability to provide direct or indirect help to all students who desire it will be greatly enhanced by the network of helping people in the educational community.

4. Receptivity to Counseling: The adverse characteristics of the counseling service will be reduced because: (a) The counselor's greater familiarity with students, teachers, and administrators will increase his level of acceptability; (b) The presence of nonprofessional counselors will increase the student's familiarity with the helping relationship; (c) The student will have a greater awareness of the intensity and variety of his own growth needs.

5. Drawing the Unreachables: The counseling service will reach many subcultures of students who, traditionally, have resisted counseling and will thus make a strong effort to equalize each student's opportunity to obtain help with his growth and development.

6. De-emphasizing Remediation: It is recognized that the institutionalization of the counseling service can often encourage the build-up of some student's problems because the students know there is a service they can fall back on if they feel incapable of coping with themselves. The counseling service, by its existence, can act to reduce the student's drive to help resolve his own problems. By using the growth and prevention model, the counseling service is less likely to contribute to the serious accumulation of a student's problems, since the counselor's frequent involvement and consultation outside of the office will reduce the need for students to use the counseling service as a remedial station. The new active and preventive role of the counselor will allow him to identify unmet student needs and attempt to provide services before these unmet needs degenerate into more serious difficulties.

7. Spotting Environmental Problems: The counseling service will be able to identify aspects of the physical, intellectual, and social environment that materially influence the student's growth. In this respect, the growth or developmental blocks can be a function of forces which are completely external to the individual, and thus, efforts must be made to harness forces of positive growth and eliminate damaging forces in the environment.

Multi-Modality for the Students

In a fully operational model of outreach, the student would have several different modes of help from which to choose. It is basic to the outreach point of view that some students will prefer certain kinds of helping modes while other students will prefer different ones; hence several must be offered. A variety of modes is vital to the total impact of a counseling service, because a student who does not find a mode that is comfortable within the counseling program will seek help from some other (ineffective) source.

A student's eye view of the ideal outreach model would reveal these modes of help:

Direct Service: Traditional one-to-one and group counseling offered by members of the professional staff.

Focused-Group Counseling: Developmental help provided for a specific group of students who share similar concerns.

Self-Help: Self-directional materials the student can use alone in working on his educational or personal decisions.

Peer Counseling: Helping relationships offered by members of one's own age group, who have been appropriately trained.

Naturalistic Counseling: Assistance from people in the student's daily life who have been appropriately trained (i.e., teachers, members of the community, etc.).

Community Resources: Helping agencies and resources outside of school or college, available in the local community.

Developmental Testing: Standardized instruments and interviews which the student can use to obtain feedback on his personal development, but not usually for making final decisions or long-term commitments.

Change Advocacy: Consultation with a counselor (or other person in the school) regarding aspects of the school environment the student would like to see altered.

Educational Help: Direct or indirect assistance that helps the individual to integrate his developmental concerns with his educational goals.

Evaluation of Outreach

As we move to put outreach programs into effect, we must be careful to assess their validity through hands-on experience. Southworth and Slovin speak to the importance of evaluating outreach programs:

> To begin to sense a potential for providing strong and positive impact upon the lives of others is rather heavy stuff. Counselors are not used to identifying with power. It is not so easy, however, to get carried away with our own importance and potency in community work when we examine what we have been able to accomplish. Many of our forward steps have been halting. For every successful outreach effort, we can find at least one community-oriented project that did not work out. Because we sometimes succeed—and falter more often than we would like—we need to subject our work to frequent and careful scrutiny. We need to connect our zealous efforts to critical investigation. Careful evaluation of outreach programs offer one of our best means of developing sophistication and increasing successes (pp. 139-140).

When Southworth and Slovin refer to "community work" above, they are speaking primarily of outreach work within the *educational* community, making best use of the people and resources that the community has to offer.

A thorough review of systematic attempts to evaluate counseling and guidance programs is offered in Component 10 of the Growth and Prevention Model in *Outreach In Counseling* (pp. 201-214). Many of these assessment procedures can be used to evaluate outreach programs, but other evaluation models will have to be developed as we learn more about the fundamental nature of outreach and the ways it can be applied. As noted earlier, the seven-dimensional outreach model itself suggests a tentative structure for the evaluation of outreach efforts, because it seeks to identify all possible dimensions of activitiy within the outreach realm.

In this model of outreach potential, an evaluation may reveal many similarities to the primary prevention model of community mental health programs. While this outreach model certainly does share the preventive point of view expounded by mental health practitioners, it offers certain features that are distinctly different. Notably, there are many entry points in the seven outreach dimensions which speak specifically to the educational objectives of the students. Also, (a) self-help methods, (b) specific programs which focus on the completion of developmental tasks of adolescence and early adulthood, (c) training individuals to help themselves by helping others, and (d) informal groups as targets of intervention, are several more items which distinguish the comprehensive outreach model from the primary prevention model of mental health. Of course, the peculiar aspects of the educational environment warrant special attention that is not represented in the community model.

Looking at the outreach model in its entirety, the authors feel that several overriding concepts are necessary to describe its total potential impact upon a school population. The model of total outreach capibility can be evaluated according to each of the following conceptual frameworks:

1. A Delivery System: A means of delivering developmental and preventive assistance to an entire student population;

2. An Educational Role: A method of putting into operation those skills possessed by the counselor which can enhance both the individual's cognitive education and his affective-developmental education;

3. A Training Capability: A system for developing a network of helping people in the educational community, through the application of appropriate methods of training and the coordination of a training network.

4. A Consultative Model: A system for putting counselors in touch with others in the educational community who can provide developmental help to students, and teaching these people how to integrate their educational roles with assistance of a developmental nature.

5. An Advocacy System: An approach which emphasizes the counselor's responsibility to serve as a conduit of students' needs for change, and his ability to communicate these needs to school or college officials.

The Messages In Outreach

We have illustrated throughout this article that advocates of outreach potential, although they are building from the direct service model, are trying to communicate some vital messages to counselors about the self-defeating nature of direct-service. Our prevailing theme is that the counselor must shed his preoccupation with the private-practice model and move away from the peripheral areas of his school in order to become involved in the central objectives of his institution. He must demonstrate to the educational surgeon that counseling services cannot be excised without seriously disrupting the vital signs of the educational institution. Furthermore, since increasing numbers of counseling services are being placed upon the operating table, he must move as rapidly as possible to demonstrate his contribution to the student's education, without sacrificing quality and systematic penetration. Outreach is, in its broadest perspective, the key to dismantling once and for all the educator's perception that counseling is just a service for a few troubled kids who are out of step with the rest of their peers. Outreach is a comprehensive way of demonstrating that all students have "problems" and that a counseling service can mobilize the educational community to deal with these problems effectively.

A second message outreach advocates are transmitting is that many counselors already possess the skills necessary for offering outreach services that facilitate positive growth. There are many students who are willing to respond to the right form of intervention, but without outreach, their developmental needs degenerate into acute problems. They fester emotionally, unaware of a need for help or that means for intervention exist, while the counselor patiently waits for them to become motivated enough to seek help.

Counselors have many of the skills necessary to conduct outreach work effectively: (a) their communicative skills can be applied to the consultative process with faculty and others, (b) their understanding of the helping relationship can be used to train and nurture a network of effective helpers, (c) their understanding of developmental tasks of adolescence and early adulthood enable them to develop programs that accelerate the completion of such tasks, (d) their sensitivity to the psycho-social environment makes it possible to recommend changes in the organization and functioning of the institution.

Outreach advocates are saying that it is time that counselors not only repair those students who are sufficiently stymied to actively seek help, but that they also aid the positive development of many other students through helping them: 1) acquire the necessary life-skills to cope successfully with developmental tasks such as learning to handle anxiety, negotiate needs, assert themselves effectively, communicate clearly, plan for the future, self-direct, etc.; 2) examine life-themes that will either greatly enrich or severely constrict the quality of their existence such as handling feelings of intimacy, understanding values and attitudes, coping with loneliness or alienation, etc.; 3) demystify the processes of self-understanding, self-development, and self-renewal; 4) assure a high probability of coming in contact with other helping agents through a decentralization of the helping process which spreads counseling skills to people who have the desire and the capacity to help, and 5) anticipate and avoid common pitfalls that are the downfall of many students by focusing on institutional or environmental factors and forces that negatively affect their education, personal growth, and future life.

Thus, outreach methods will be necessary to capitalize upon the recently burgeoning awareness that school and college-age people can be taught specific life-skills that will unlock the mysteries of personal development and lead them to build satisfying personal goals.

Responsibility for Change

Where does the responsibility lie in making it possible for counselors to move toward a multi-dimensional, outreach-oriented counseling service? The responsibility falls into three separate but interrelated domains—the individual counselor, the counselor education programs, and the professional associations.

The immediate responsibility for providing a full range of services rests with the individual practitioner. The counselor must modify his reward systems and attitudes about the nature of the helping process. There is something powerful about the reward that a counselor receives when he is offering one-to-one help and can be present when a counselee experiences his moments of integration, self-understanding, and fulfillment. Such potency in the counselor's activity is not as dramatically evident when he works in indirect ways. The fact that outreach would change his functioning toward more indirect methods and would make him less visible to the students should not deter his moving in this direction. As the counselor becomes more accustomed to the substance and style of outreach functioning, he will discover the greater rewards of reaching large numbers of students when their developmental needs first occur and removing obstacles that may inhibit their progress. In fact, some counselors are going to discover that they prefer program development and system-wide intervention strategies to the rigors of one-to-one treatment, hence they will gain a greater sense of self-fulfillment and will increase their job satisfaction.

Departments and schools that prepare professional counselors for the task of helping must accept a responsibility to modify their curricular offerings, so that they stop producing counselors for what often become dead-end jobs. Some graduate programs have moved in this direction already, but most of them continue to equip students with skills that are primarily therapeutic, and thus, severely non-adaptive. These skills already are in abundant supply in the marketplace, as clearly illustrated by Warnath's (1972) survey of counseling center directors.

More importantly, counselors trained in passive-reactive skills will quickly discover that such skills encourage an educational administrator to dump the counselor's talents in the "department of troubled kids." Such specialized treatment rules out, by definition, the counselor's significant involvement with the mainstream of the educational community. Hopefully, outreach models such as the one presented here will counter this stagnation and turn a counselor toward the center of his educational institution instead of away from it.

National professional associations—APGA, APA, ACES, ACPA—must commit funds and organizational resources that will enable practicing counselors and counselor educators to learn outreach skills, methods of fulfilling outreach potential such as life skills programs,and new methods for training networks of helpers. The professional associations can make such learning available at skill-building workshops, summer institutes, and year-round programs for individuals on sabbatical leave.

The reality of the challenge is clear and the blueprint for successful outreach involvement is already available. Will the counselor function as a change agent for his own survival? Will the national organizations and graduate training programs exhibit spontaneous healthy behavior to enable changes to take place with minimal frustration to the counselor and the student?

We are talking about nothing less than the survival of a counseling service as an effective force in the educational institution. Within the next 20 years, the counselor will either sink into a deeper morass of marginality among his educational colleagues, or he will carve out a new role that brings personal growth and development into the forefront of the educational process.

This outreach model does not pretend to encompass all of the methods counselors must use to educate their students about individual growth and development. Many of these approaches are yet to be developed. However, the outreach model does tell us the *ways* in which we must operate, the dimensions of change that must take place, and how far these changes must proceed if the counselor is to have his fullest impact.

Exemplars

Career Guidance With A Difference

by Donna Martin

Donna Martin is the Career Guidance Coordinator for the Mid-Valley Area Cooperative in Batavia, Central, Geneva, Kaneland, and St. Charles, Illinois. For further information on the program and "Guidelines", please contact her at: Mid-Valley Area Vocational Center, Keslinger and Meredith Roads, Maple Park, Illinois 60151.

What is the latest "thing" in the educational field? Career Education, of course! Career Education programs and articles on the subject are proliferating lately at every level—national, state, and local. Nearly every conference of educators has a discussion group on Career Education on its agenda, if not a full program related to it. The federal government has funded several research projects for a school-based model, a community-based model, and a home-based model. Many state offices have funded research projects through their colleges and universities. Illinois has the Able Model Program, Occupac, and the Career Development for Children Project. All of these programs are unique, but they all have one major prerequisite in common—*money*. None of them is geared to function without large amounts of money, at least in the beginning stages.

At Mid-Valley Area Vocational Center (a five-district vocational and special education cooperative) we have developed something unique—a Career Education program without state or federal money! The only funds for this project go toward the salary of a coordinator whose job is to develop and implement this program in 30 elementary and middle schools. All materials are either free—gathered from every possible resource—or developed by the coordinator and persons from business and industry who are willing to donate a little time, energy, and ideas. A minimal amount of money has been used from the Area Center Guidance budget to fund such things as film costs, slide developing, comic books, and other materials for a central resource library. Guides and newsletters are printed jointly by the Office Practice classes and the Graphic Communications classes at the Area Center. A teacher-education Workshop in Career Education is sponsored by Northern Illinois University and the Area Center. This course gives each participant three graduate credit hours from Northern, and much exposure to the world of work outside the classroom. The teachers and counselors who participated did such things as weld, run lathes, make hospital beds with patients in them, feed patients in a hospital bed. They visited numerous places of business in the area to find out how they operate, and talked to many persons engaged in a wide variety of occupations to discover just how they became what they are and how they feel about it.

A series of grade level meetings were held during which the teachers discussed realistic goals for Career Education at their particular grade level.
They worked with the coordinator to develop their own goals, objectives, and activities. These ideals have been put together into a loose guide to be used as a starting point. Also included in the guide is a cluster approach developed by the participants in the workshop as their graded project for the semester. Each teacher is encouraged to "do his/her own thing"—the coordinator works with individuals to plan a program for the classroom to meet the needs of the particular children and teacher involved.

Another unique feature of the Mid-Valley Project is that is is not called Career Education at all—it is called a Career Guidance Program. It is basically the same as career education, but puts a greater emphasis on self-awareness, especially at the primary grade levels. The program developers gave it this emphasis because they felt that children cannot begin to relate to people on-the-job until they know more about themselves and begin to accept themselves as individuals. At this point, they can begin to see that different people choose different jobs because they like different things, are good at different things, and have different needs. This is the way things should be; it is the job well-done that counts, not the job title.

The basic premise of this project is that teachers are among the most creative people in the world—and that in order for them to incorporate something new into their curriculum effectively, it must be their own. The whole project is based on teachers' ideas about what people need to know about themselves and the world of work in order to function effectively within society.

Not every teacher participates in the program, as it is not required. The change-over will take time—the enthusiasm of those involved is catching. The children participating enjoy what they are doing and see some reason for it. Their enthusiasm spills over to those children not involved, who in turn ask their teachers why they aren't doing all the interesting things the others do. Teachers relate Career Guidance to every subject area—it is not a separate subject to be taught. They are encouraged to take advantage of all the "teachable moments" that arise. They utilize parents and community resources. The communities involved find out what is going on in the schools; they feel they have some part in what happens. In short, the project is growing fast. In the past year, there has been close to a 50 percent increase in the number of teachers participating!

This is just a short resume of what can be done with a minimal amount of district funding. The really necessary ingredients are hard work, enthusiasm, and a few well-defined guidelines. Money can be very helpful in establishing a program of this nature, but much can be accomplished without it!

Extended Day School: A Positive Alternative

by Joel T. Santoro

Three years ago the New Rochelle School District instituted an evening alternate educational program titled Extended Day School. The program operates between 6 p.m. and 10 p.m., Monday through Thursday. It was designed, according to the original proposal, for "students whose needs exceed or conflict with the present instructional program." The Extended Day School is an extension of the regular day school. It serves a segment of the regular school population which, in general, has been unable to profit from the regular school program. Extended Day School provides an opportunitiy for continued education through the immediate resources of our school district. The program provides education for potential dropouts, veterans of public school age, recent dropouts, students with credit deficiencies, students formerly retained, students forced to work full time, and students seeking acceleration for early graduation.

The program is administered by the Director of Continuing Education under the supervision of the day school principal. The staff is composed of one counselor, 22 teachers, and one clerical secretary. The average cost to administer the program is about $44.00 per pupil. The program is

expanding this year and will include an occupational counselor and a variety of new curriculum offerings.

The guidance counselor has been a key figure in the success of the program. The counselor does the educational intake and evaluation of all records of students completely severed from the day school. For this category of students the counselor establishes a tentative program of both short and long term goals as well as conducting individual counseling sessions. The counselor also provides a close liaison with his day school colleagues for those students involved in both programs simultaneously. Unfortunately the evening counselor has limited access to the many pupil personnel services available to his day school counterpart. However, experience has demonstrated less demand for these services by our evening pupils. Provisions do exist for the referral of students to many private and public agencies should a specific problem demand outside consultation or help.

When students attending the regular school ask to register for Extended Day School, their day counselors approve a program in conjunction with a parental signature and consent of the house principal. (New Rochelle High School is on a three house plan). Every effort is made to screen students to prevent abuses that would eventually prove detrimental to both the student and the program. For example, students trying to register because they don't like a certain day school teacher or those who would like to sleep late rather than make an 8:30 a.m. class would be denied admission.

The Extended Day School program offers the following courses for 1973-1974:

English	English II, English III, English IV
Social Studies	World History, American History
Science	Biology, Health, Physical Science
Math	Elementary Algebra, Geometry, Intermediate Algebra
Electives	Typing ½ yr., Typing 1 yr., Drafting, Business Math and Psychology
Miscellaneous	Work study

These credit courses are open to City of New Rochelle residents of secondary school age not only from our high school but also from private and parochial schools. Non-resident pupils may register for courses but they must pay a tuition fee of $50.00. Our students are counseled to attend day school when possible; the Extended Day School is viewed only as an alternative when circumstances prohibit or limit regular attendance. To further enforce this concept, students cannot receive a diploma from Extended Day School prior to the graduation of their original class or age 18.

Classes are conducted on a Monday/Wednesday or Tuesday/Thursday sequence. Students who attend both the regular and evening classes are allowed to take a maximum of seven courses. This is a general rule, but there may be exceptions, for example, accelerating non-seniors or English second language students. However, all exceptions must be approved by the day principal prior to admission and students are not permitted to enroll in the same course during the day as at night.

Students spend the same number of hours in Extended Day School courses as in regular day school, and marking periods, failure warnings, and grades coincide with the normal school calendar. Teachers fill out absence letters that are mailed home immediately to parents each evening a student fails to attend class. Communication with the home is essential and it compels those students tempted to cut classes to fulfill their responsibilities. Upon reaching a sixth absence, however, the pupil is automatically dropped in compliance with strict evening rules. If a student is in combined attendance the parents and day school counselor are notified. Discipline has been almost nonexistent and only three students were asked to withdraw last year.

Complete statistical records are maintained by the Director for the purposes of evaluation and accountability. The following chart, drawn from records of the first semester of the 1972-1973 Extended Day School year, shows the types of students who attended.

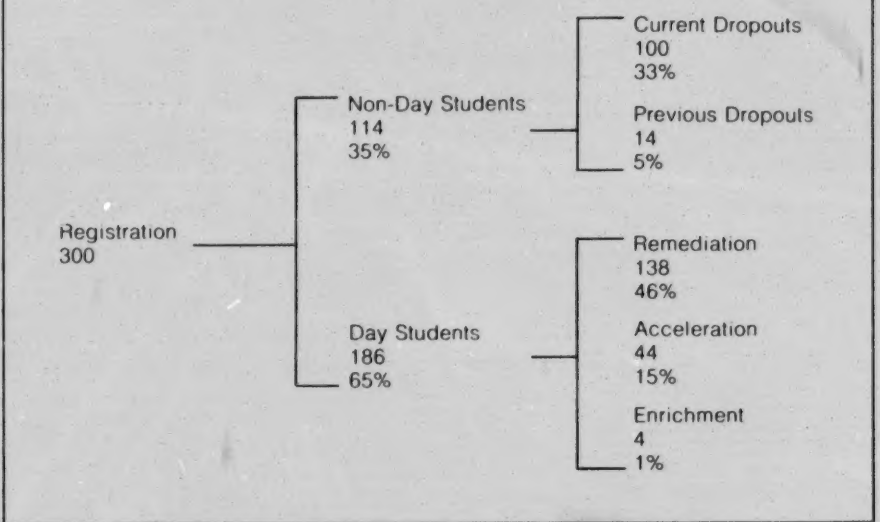
From this original first semester enrollment of 300, 20 percent withdrew or were non-entries.

The program has been so successful over the past two years that over 100 students have earned their diplomas. As a result of this success state funds have been offered to expand the program, providing additional educational alternatives for City of New Rochelle Students.

A major addition revolves around a special state approved equivalency diploma program. This equivalency program, the New Rochelle High School Equivalency Diploma course, is completely independent of the New York State Equivalency Diploma and is recognized by the New York State Department of Education. The New Rochelle High School program is one of only three such accredited programs in the state of New York. Students enrolled in this program also have the opportunity to receive occupational skills training. The state has funded a series of 30 occupational courses, thus enabling students not only to graduate with a general diploma but to develop marketable job skills. An occupational counselor is available to provide concrete employment information and to coordinate work-study and work-experience programs.

In this phase of Extended Day School however, students cannot attend day classes and be simultaneously involved in the equivalency program. This portion of the program aims at those students who definitely are not continuing school and who must take many evening credit courses for years to earn a diploma. Students must be New Rochelle High School dropouts or they must withdraw from the day school completely to be eligible for admission to the program.

The New Rochelle High School Equivalency Diploma course is developed



around the four areas of Math, English, Science, and Social Studies. Each subject is 30 hours and the teacher provides his own examination. Unlike the state diploma requirement, the examination is not the only criteria for success. Teachers may give credit for outside assignments and homework similar to normal school, but passing the course is not totally dependent upon one test. High standards are maintained yet individual academic needs are recognized. Students can pursue one subject area a semester but no more than two. All students must be in the program a minimum of one year before they can graduate. Students can pursue the four subject areas at their own pace depending upon their personal, academic, and job responsibilities. Paralleling this academic experience, students can learn occupational skills (non-credit) such as welding, carpentry, machine work, tailoring, etc. Upon completion of a satisfactory skill level in an occupational area, a certificate of competency will be issued. Because of the variety of occupational offerings and the flexibility of the diploma program, students may be exposed to several career areas while completing their high school education.

One might think that this portion of the Extended Day School provides the opportunity, for example, for a 16 year old dropout to finish school by the close of his sophomore year. This is not the case for two reasons. First, a student cannot be graduated before his original class if he signs out of school completely or before age 18. The second reason is simply a matter of numerical limitation; our policy is only to allow one class of 30 in the program. These 30 are screened carefully and preference is awarded to those students already out of school for several years.

The occupational courses are open to all pupils including full time day students who may want exposure to or experience in an area they could not fit into their normal school day. The occupational courses can be combined with evening credit courses, the New Rochelle High School Equivalency Diploma Program, the New York State Equivalency Program, or can be taken independently.

The student has numerous alternatives under the Extended Day School program. The general program has been funded for the third consecutive year at a time of financial difficulties for the community. Our school board, administration, and community have recognized that there is more than one way for students to gain an education and their support is evident in the continuance of the program.

Extended Day School has established an educational bridge for students uncommitted to the conventional program by providing a practical and realistic avenue for completing their education. At New Rochelle we feel we have created a successful program and would recommend its adoption in other, similar school districts.

Consultations

Dear Impact:

Please help us solve the problem of "differentiated staffing." There are six counselors working with 2,100 students in a 9-12 comprehensive high school. Do you feel that better services could be offered to students if counselors concentrated in areas of interest and specialization?

We need organizational materials and will welcome any suggestions you can make. Does the research indicate that this is a direction we should be moving in?

Thank you for your continued assistance.

Ripe for Change

Dear Ripe for Change:

At first glance, the concept of differentiated staffing sounds like the perfect solution to the problem of how to best organize six people to meet the needs of 2,100 high school students. How can such a system—which identifies different kinds of responsibility on the basis of personal commitment, talent, skill, training, experience and individual interests—promise anything but more effective use of human resources? Differentiated staffing enables paraprofessionals to redistribute their efforts through a division of labor—resulting in more adults per student. Such division of labor may also mean greater personal autonomy for the counselor. Greater personal autonomy may mean counselors less threatened by change and thus, a better climate for innovation. Since it involves specifying duties in strictly behavioral terms and taking some of the mystery out of each position, differentiated staffing promises to allow for flexibility in staff movement within a structure. Wouldn't such results as these mean more open communication, clearer accountability, and getting more done because more people know what is expected of them? *Voila!* On the surface differentiated staffing sounds like a great new vehicle for change.

But the research done to date provides very little hard data as to whether this staff organizational method works as well in practice as it sounds in theory. The descriptive research seems to offer more in the way of assistance—pertinent "how to's" and actual "what went wrongs!"

"How to's" include steps toward the organization of differentiated staffing such as needs assessment and preparation of measurable outcomes. These steps are usually productive and fairly easy to accomplish. Complications begin with such steps as the actual separation of tasks, relation of tasks to individual skills, and determination of salary range and personnel policy for professionals and paraprofessionals based on those tasks. In-service workshops, visits to schools that use differentiated staffing and use of mass media to promote community-wide support for this staffing concept are three recommended ways to prevent "how to" problems.

"What went wrong's" involve factors such as a staff that didn't want differentiated staffing in the first place, delegation of manual tasks to paraprofessionals who could be doing more in the way of human services, failure to apply principles of group dynamics to dynamic people, and the politics of administration—which might include new programs for reasons other than increased human resources or better educational standards.

Inherent in the concept itself are several pitfalls that may be particularly significant to student personnel people. First, while a behaviorally-based use of staff skills sounds attractive in terms of accountability, it may mean denying those dimensions of human experience that cannot be behaviorally specified. Second, while organizing for increased managerial efficiency may appeal to a heavily besieged staff looking for solutions to the bewildering tasks they face, the dominance of such organizational goals is often at the expense of so-called humanistic goals (improvement of self-concept, enhancement of personal experience), which are difficult to define functionally.

Impact has ideas as to how staff differentiation could be applie to a high school counseling staff.

There are so many realms in which a counselor is expected to know a little of

everything—there will always be overlap in these areas. But you could divide responsibilities in the areas of testing and test interpretation, study skills, assertive training and career education to make these tasks less awesome.

If your particular staff focuses on any one of these areas, careful separation of responsibilities within that area might be another approach to differentiated staffing. For example, a recent NIE report on delivery systems in career education identifies the need for organizational placement and designation of functions that will facilitate the best counseling and guidance services for career education. The recommendation for meeting this need includes issuing broad, clear guidelines for the roles of academic and nonacademic persons in career education guidance programs, and developing specific jobs for paraprofessionals.

Within an area such as career education there can be delineation of clerical and administratve tasks and those can then be divided in such a way as to allow maximum time for personal contact with students. Several univeristies in the state of Texas now train guidance associates to administer and standardize group tests, conduct intake sessions, prepare and maintain information and so on.

Another form staff differentiation can take is team division of responsibility for program planning. This particular organization direction might also involve teaching and administrative personnel on the teams. It might result in a team that makes necessary decisions about on-going activities (scheduling, evaluation, curriculum), specific and new activities (career education, special curriculums, differentiated staffing), and activities that require implementation (computer-programmed scheduling, in-service training, special workshops for students). Admittedly the team approach is nothing new, but what can be innovative in terms of differentiated staffing is a systems approach to definition and delivery of services, with each team member having a definite yet mobile position within the system.

The following references include the most comprehensive of the documents *Impact* located on differentiated staffing. Within each of those are additional references for organizational materials.

Differentiated staffing seems worthwhile if seen as a tool to enhance the abilities of your staff to meet student needs, rather than a be-all and end-all in itself!

Impact

References

Differentiated Staffing. Central New York Regional Office for Educational Planning, Syracuse; Nassau County Board of Cooperative Educational Services, Jericho, NY. ED 061 156.

Differentiated Staffing: An Annotated Bibliography. Ontario Institute for Studies in Education, Toronto, Canada. Current Bibliography Series #3. ED 071 149.

Geisinger, Robert W. and Others, *Differentiated Staffing*. ED 067 746.

Lee, W.S. "A New Model for Psychological Services in Educational Systems," *Educational Technology*, June 1972.

Lefkowitz, L. "Paraprofessionals: An Administrative/School Board Conspiracy," *Phi Delta Kappan*, April, 1973.

Organizing for Learning II. Paths to More Flexible Staffing. The Third Report of the Commission on Public School Personnel Policies in Ohio. Commentary on Public School Personnel Policies in Ohio. Cleveland, OH. January, 1972. ED 076 503.

Stevens, E.W. "The Politics of Efficiency and Technocracy—Differentiated Staffing: A Critique," *Educational Technology*, August, 1973.

"The Role of Counseling and Guidance in a Comprehensive Career Education Delivery System: An Exploratory Study." Final report of a Study conducted by the Northwest Regional Educational Laboratory for the Career Education Development Task Force of the National Institue of Education. (will appear in *Research in Education*.)

Zimpfer, D. et. al., *Support Personnel in School Guidance Programs*. APGA Guidance & Counseling, Series #2, 1972.

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let *Impact's* panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, MI 48107

Letters

Dear Impact:

I found your Vol. 2, Nos. 4 & 5 issue on sex excellent. I particularly enjoyed the interview, "Harold and Frank" and would appreciate permission to make copies of this for my class to read. They are reading Erickson's *The Eight Stages of Man*, and it has particular relevance for the Stage Intimacy vs. Isolation.

Sterling P. Hum, Ed.D.
Los Angeles City
Unified School District

"DIALOG" System Accesses 2 Million Abstracts

A new computer system called DIALOG, offering fingertip access to a worldwide technical library of over two million abstracts and citations has been developed by the Lockheed Missiles & Space Company.

The sophisticated information retrieval system enables the user, by means of a typewriter-like keyboard, to call up specific subject references from a broad range of categories—including agriculture, aerospace, business, chemical processing, education, electronics, psychology, and others. DIALOG provides virtually instantaneous access to stored data banks. Subject material is displayed on a TV-like screen and printed out on high-speed typewriters. The system is "interactive"—that is, the user and the computer act and react together—the computer responding to the direction and the re-directions of the user who is seeking information on a specific subject. All of this is done through a simple keyboard that enables the user to carry on a direct dialog with Lockheed computers at the company's Palo Alto Research Laboratory.

Thus, the researcher has control of a system that does the sorting, mixing, and merging of hundreds of thousands of stored references and extracts the specific material needed within a matter of minutes.

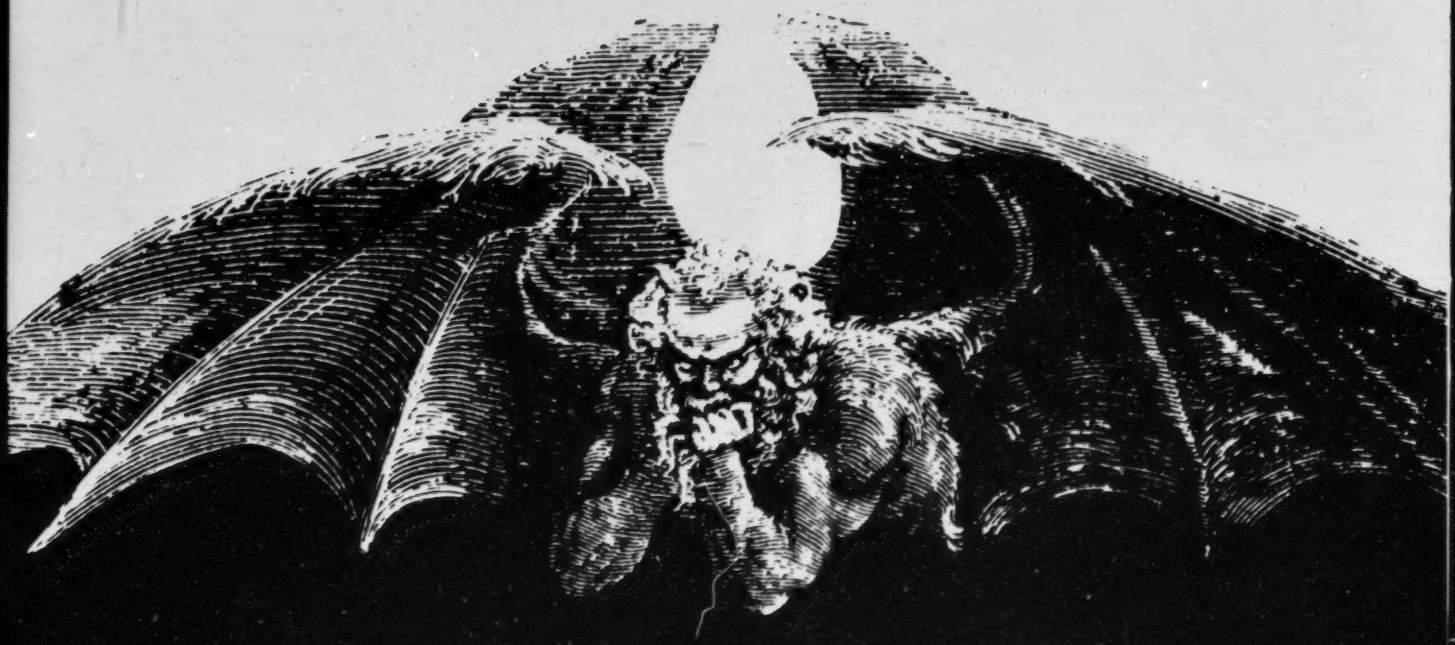
This reference search and refinement process would take hours or days using conventional card catalog or microfilm records—with the risk that some crucial material might never be found because of sheer library volume or time limitation. With DIALOG, however, vast subject areas can be quickly reduced to the sub-fields and ultimate specific items being sought, with complete assurance that the total library has been thoroughly scanned.

Because of its diverse data bases, Lockheed's DIALOG service is being used by school systems, industrial and research libraries, professional associations, and individuals to augment their knowledge and keep up-to-date in technical areas. Data bases that can be accessed through the DIALOG system are: National Technical Information Services; Chemical Market Abstracts; Compendex (Engineering Index); INSPEC (Institution of Electrical Engineers—England); Pandex; Transdex; ERIC (Educational Resources Information Center); Exceptional Child Abstracts; Abstracts of Instructional Materials; Psychological Abstracts; Abstracted Business Information (ABI/INFORM); NAL/CAIN (National Agricultural Library).

Additional data bases are continuously evaluated and are added to the DIALOG bank as user demand indicates.

by Dennis L. Meadows and Lewis Perelman

BEST COPY AVAILABLE



Limits to Growth, A Challenge to Higher Education

An address presented before the 28th Annual Conference on Higher Education, "Higher Education and the Quality of Life," Chicago, Illinois, March 11, 1973.
This speech is reprinted here courtesy of the American Association for Higher Education in Washington, D.C. and Jossey-Bass, Inc., Publishers, San Francisco, California. This presentation now appears in: Dennis L. Meadows and Lewis Pereiman, "Limits to Growth." In Dyckman W. Vermilye (Ed.), *The Future in the Making*. San Francisco: Jossey-Bass, 1973.

Dennis Meadows is on the faculty of Dartmouth College where he works with his wife, Professor *Donella Meadows*, and others in a program of research on the long-term causes and consequences of growth. Together the Meadows are developing a program of graduate and undergraduate teaching that will prepare students to understand and respond constructively to social, economic, and technical problems.

The viewpoints expressed in the following article were developed as the Meadows directed a three-year study of global population growth for the Club of Rome. Their work led to three books, *The Limits to Growth*, *Toward Global Equilibrium*, and *Dynamics of Growth in a Finite World*.

Lewis J. Perelman, a recent graduate of the Harvard University School of Education doctoral program in Administration, Planning and Social Policy, is a consultant for the Western Interstate Commission on Higher Education in Boulder, Colorado. At present he is developing programs in higher education concerning the problems of limits to growth. His book, *The Global Mind*, will be released this fall by Mason and Lipscomb, New York.

As a follow-up to the last **Impact** *issue on futuristic concerns and forecasting, we're extremely pleased to be able to present a speech originally presented by Dennis Meadows and Lewis Perelman at the 28th Annual Conference of the American Association for Higher Education held in Chicago in March, 1973. The implications of this speech should be especially germaine to the work of those involved in affective and interpersonal skills development, counseling, and guidance.*

A major point Drs. Meadows and Perelman make is that although technology has created many of our problems, our educational system has exacerbated them even further through humanistic neglect. Education has shortchanged humanity by emphasizing intellectual development while downplaying physical, emotional, and spiritual awareness and creativity. This didactic legacy has led to "miseducation" and "anti-ecological" preparedness. We have reached many limits to growth in an environmental sense, but we have yet to outgrow certain philosophical limitations that are putting us in an ever-tightening future bind.

Impact *would like to thank the authors, the sponsoring association, and the publisher of this noteworthy presentation for enabling us to reprint it in its entirety.*

Introduction

Each of us, whether a professor or administrator in higher education, is responsible in some way for structuring an educational environment within which students can acquire skills, personal values, perceptual habits, and a knowledge of facts and theories. Those acquisitions will determine in large measure the extent to which our current students are able to pursue fruitful careers over the next 50 years. In the year 2000 today's students will be only halfway through their professional careers. Thirty years from now, what assessment will they make of the education we provided them with today? What personal, organizational, and national problems will they have had to understand and and help resolve? What knowledge, what concepts of justice, of self, of social goals will prove ultimately to have been the best basis for our students contribution to the orderly evolution of this social system?

Our educational efforts are based on two important concepts:

> A concept of the necessary content of education. This concept is derived from an image of the resources, the constraints, the values, and the personal goals that are likely to characterize this society in the coming decades.
>
> A concept of the ethical foundations of formal educational processes, that is, the rights and obligations implicit in each student-teacher relationship.

Until relatively recently the rate of material and demographic change in our society was very slow. Technology, the level of population, and economic activity did not increase radically during the lifetimes of most individuals. One could thus identify through the study of history most of the important attributes of future society. The traditional goals of education and the nature of academic ethics could be modified gradually on the basis of experience. Now, however, the culmination of numerous global trends virtually ensures that our students will have to face a spectrum of challenges unprecendented in history. We must now complement the study of the past with an explicit examination of the future. From that analysis will come an improved basis for determining the most appropriate goals and premises of current education.

During the past two years a group of scientists and students have worked at MIT in a systematic effort to understand the causes and the future consequences of growth in the world's population and material output, two factors that will have a dominant influence on the global society within which our students will live. Their conclusions were presented in a non-technical summary, *The Limits to Growth*:[1]

1. If the present growth trends in world population, industrialization, pollution, food production, and resource depletion continue unchanged, the limits to growth on this planet will be reached sometime within the next 100 years. The most probable result will be a rather sudden and uncontrolled decline in both population and industrial activity.

2. It is possible to alter these growth trends and to establish a condition of ecological and economic stability that is sustainable far into the future. The state of global equilibrium could be designed so that the basic material needs of each person on earth are satisfied and each person has an equal opportunity to realize his individual human potential.

3. If the world's people decide to strive for this second outcome rather than the first, the sooner they begin working to attain it, the greater will be their chances of success.

The analysis that leads to these results was conducted through the construction and the simulation of computer models of important global relationships.

While computer modeling is an efficient way to summarize and analyze large amounts of data, the underlying premises of the study can be readily described and under-

[1]Meadows, D.H. et. al., *The Limits to Growth*, A Potomac Associates Book, Universe Books, New York, 1972, pp. 23-24.

BEST COPY AVAILABLE

stood without recourse to computers. It is the premises of the research, not the detailed computer charts presented in *Limits to Growth*, that form the basis for this discussion. The global decline portrayed in *Limits* is not inevitable. It only appears to be the most likely outcome of current trends. If educators can understand the basic foundations of the study and respond constructively to the challenges they pose, those trends can be altered. The purpose of this presentation is to summarize the basic assumptions underlying the study of limits to growth and to describe several of their implications for the process of higher education.

Five attributes of the global system lead to the conclusion set forth in *Limits to Growth*. There will be no attempt here to "prove" the validity of all five assertions, since these five aspects of global society are obvious to most individuals. They have, in any event, been fully described elsewhere.[2] It will be useful here only to describe each aspect quickly and to illustrate its global aspects.

Five Attributes of Global Society

First, most material and demographic aspects of the global system are growing at a rate unprecendented in history. Until very recently in man's tenure on earth, his population and economic activities grew globally at rates that caused them to double over periods of 1,000 to 2,000 years or more. Now population is increasing at a rate that will cause it to double within about 30 years, and the rate of global population growth is increasing. Resource consumption and the release of pollutants are both growing at rates that will cause them to double within the next ten to 20 years.

Second, there are many inescapable physical limits to material growth. The capacity of the environment to absorb material or thermal emissions, the ability of the land to produce food, and the ability of the earth to yield economically useful deposits of nonrenewable resources are all finite. Technology cannot eliminate these limits, it can only permit society to use the resources of the earth somewhat more efficiently. These and other limits indicate that material and demographic growth will ultimately cease. For reasons cited in *Limits to Growth* we may expect that the transition from growth to equilibrium will be substantially completed during the lifetimes of our students.

The third fact has been aptly expressed by Commoner: "Everything is connected to everything else."[3] No important part of the global society is completely disconnected from the others. For example, the future US energy policy will influence the amount of dollars available to Middle Eastern countries for the pursuit of their own political objectives. The policy will alter the price of oil imported into India, and it will affect the global climate, the US environment, and the relative affluence and political power of several major US industries. The energy problem is not a technical problem alone. It involves aspects of the world normally sequestered within the disciplines of political science, economics, geology, business administration, regional planning and other fields. The solution of problems in transportation, in food production, in environmental protection, in housing will similarly affect many other aspects of global society.

The fourth attribute of the global society is the long time delay inherent in cause and effect relationships, whether physical, biological, social, political, economic, or other. For example, once US birth rates drop to replacement levels, the population of our country will still grow for 70 years because of the momentum inherent in the age distribution of the population. Even after we begin to decrease the rate of DDT usage, the level of DDT in the marine environment will still continue to rise for 20 years or more. There will still be DDT present in marine fish in significant amounts well beyond the year 2020. Having now perceived the crisis engendered by the impending depletion of its domestic fossil fuel deposits, it may take the US five years to determine its long-term goals for energy use, ten years more to develop the appropriate technologies, and ten to 20 years more, at a minimum, to implement those new technical capabilities so that they begin to have a significant effect on the production and consumption of energy. Social relationships may involve the greatest delays of all. For example, the US has been working for more than 100 years to eliminate racial discrimination, and the job has not yet been accomplished.

The fifth fact is that virtually all of our economic and political actions are based on an assessment of near-term consequences alone. Those in politics care little for the benefits or the costs of their actions that will become apparent after the next election. Industrialists use a high rate of interest to determine the present monetary equivalent of the future costs and benefits of current alternatives. With the interest rates commonly used, 10 to 15 percent, no consequence of an act further than five or ten years into the future is of any economic interest to industrialists today. Even individuals are short-sighted. All of us allocate our creative energies to the problem with the closest deadline, not to issues with the most important long-term consequences.

The three conclusions of *Limits to Growth* cited above

[2]Meadows, D.H., ibid.; Meadows, D.L. and D.H. Meadows (Eds.), *Toward Global Equilibrium; Collected Papers*, Wright-Allen Press, Cambridge, Mass., 1973; Meadows, D.L. et.al., *Dynamics of Growth in a Finite World*, Wright-Allen Press, Cambridge, Mass. in press.

[3]Commoner, Barry, *The Closing Circle*, Bantam Books, New York, N.Y. 1972, p.29.

BEST COPY AVAILABLE

are simply a logical consequence of these five facts. Any system will be unstable if it grows rapidly, has limits, is highly interrelated, incorporates long delays, and is governed by short-term perspectives. All of man's social, technological, economic, political institutions are thus inherently unstable, that is, they have a tendency to overshoot their long-term goals. There are many illustrations of this fact. It is clear that the global population has already overshot the levels that would permit satisfying the goals of health, education, and economic opportunity for all. The US Commission on Population Growth and the American Future could find no economic or social advantage in an increased population. Consider then by how much the populations of less industrialized areas have grown past their most desirable levels. Today in the US it is clear that the energy system has also overshot the current limits to its ability to produce inexpensive and environmentally acceptable energy. The *Limits to Growth* results are simply global extrapolations of events that are already clear in more restricted areas.

Those who accept the above conclusions should immediately accept six challenges to the content, processes, and goals of traditional education: make the content problem-oriented; broaden the concept of education to include more than learning how to store and retrieve verbal information; dispense with the concept of disciplines; recognize that education may be the displacement rather than merely the acquisition of knowledge; provide an ecological conscience and a new concept of man along with the tools and facts that are taught. The remainder of this presentation discusses these challenges and the ways in which they may be met.

Changing the Content of Education

Today, higher education is predominantly structured around disciplines instead of real world problems. We teach our students a set of facts and theories that are grouped together only because they are derived by making the same simplifying assumptions about the real world or because they were developed through use of the same analytical procedures. Unfortunately, the real world is not neatly divided into disciplines. We would laugh at a geographer who chose to specialize in only the areas that lay between two adjacent topographic lines on his maps, say 800' and 900' above sea level. Topographic lines are, of course, an artifact derived solely from our units of measurement. They do not exist in the real world. As a consequence, students of the geographer would not be able to navigate in the real world on the basis of what they had learned in his courses.

Unfortunately the divisions between the traditional disciplines, for example economics and politics, are as artificial and unrelated to real world processes as the topographic lines on a map. The material taught in any one discipline is not alone sufficient for solving *any* significant social problem. Thus, we must complement the traditional disciplines with programs structured about real world problems. These new programs will take their content not from the stages of historical development of a disciplinary field but from the phases of real world problem solving: problem identification, data gathering, analysis, design of alternative solutions, choice from among competing alternatives, implementation, and assessment. Specifically we must shift the content of education to:

1. Imbue our students with the recognition that the future can be deliberately created. It need not be just passively experienced.
2. Provide students with an intuitive appreciation for the causes and the consequences, the costs and the benefits of material growth and social change.
3. Provide formal, methodological tools for making useful statements about the future consequences of current actions.
4. Teach how complex systems change over time. The social sciences deal primarily with static systems at equilibrium. The important real world problems are associated with physical and social systems that are always in disequilibrium.
5. Convey the notion of uncertainty, and teach the best use of partial information.
6. Provide skills in the design of experiments to gather more information and teach techniques for analyzing data in order to identify causal relationships.
7. Introduce the time dimension explicitly. Current actions have long-term consequences. Students should be trained to understand those distant results. They should be given the ethical foundation required when contemplating an action that is beneficial in the short run but whose costs must be borne by those in coming generations.
8. Acknowledge explicitly that man is destined to live in a finite world that will always impose some constraints on the range of options. The image of a future utopia must be replaced with a vision of a limited world filled with difficult tradeoffs. Students should learn to make choices that inevitably involve compromise.
9. Describe the behavior of real world organizations. Without a realistic understanding of the motivations and the leverage points in industrial and political bureaucracies, our students will inescapably be frustrated at their inability to bring about desirable changes in the organizations that govern so much of modern life.
10. Teach the concept of goals that adapt slowly over time in response to new information.

BEST COPY AVAILABLE

In short, we must decrease the emphasis on teaching facts and theories, most of which will be incorrect or irrelevant within a few years. Instead we should change the content of higher education so that it provides our students with skills necessary to identify their own theories and to assess the accuracy and relevance of those theories in a milieu of constantly expanding knowledge and changing goals.

While the changes outlined above are necessary, they are not sufficient. To meet the challenges posed by the limits to growth we must also alter our concept of the ethics underlying formal educational processes.

Changing the Concept of Education

The predominant conception of what the process of "education" is and ought to be is so narrowly constricted that it will be difficult to extend the content of education in the directions indicated above. Many educators harbor the rather naive belief that if only the *facts* about the ecological and social crises confronting man could be widely disseminated then the majority of men, being rational, would join in pursuit of the goal of global equilibrium. Yet no one is predominantly rational in his behavior. A vast "educational" campaign has been underway for some years now to make people aware of the facts linking cigarette smoking to disease and death; there is probably not a smoker in American who doesn't know that smoking is likely to impair his health and decrease his life expectancy; yet cigarette sales climb higher and higher. Thus, "education" has not even made people act in their own long-term self-interest.

The total requirement is for educational processes as part of a social servo-mechanism that can gain control of a world run amok and that can lead it toward and maintain it in a state of sustainable equilibrium. Such a mechanism must be capable of cultivating the kinds of human knowledge, attitudes and behaviors that are commensurate with a state of global equilibrium, and therefore must embrace the full range of non-coericive behavior control technology. What such a mechanism should be called—whether education, communication, persuasion, propaganda, etc.—is somewhat immaterial as long as the essential function is recognized. We prefer the term "Ecological Education." "Ecological" because the goal is to resolve a situation of global ecological crisis by the establishment and maintenance of global, ecological equilibrium. "Education" because, in spite of the often narrowly-restricted connotations of the word, it derives from the Latin verb *educare*, which means "to lead forth": precisely what a mechanism for moving our society toward the stationary state must do.

Ecological Education, then, must be an effective mechanism for producing individual and social changes on a global basis to steer human society away from its current collision course with ecological catastrophe. It must be clearly understood, moreover, that when we speak of Ecological Education we are not merely discussing some esoteric subset of the general educational system—like Adult Education, or Sex Education—rather, we are speaking of a new vision of the meaning of "education" in terms of both goals and processes.

First, we must open our conception of the processes of education to embrace all phenomena that influence the cybernetic process called "learning". The fundamental weakness of our traditional conception of education is

that it is based on an erroneous model of learning. For this reason Illich finds "schooling" to be not only irrelevant, but even antithetical to true "learning." Pre-ecological education envisions learning as an essentially linear, open-ended process: information deemed relevant by the educational system is transmitted from the teacher to the student where it is to be processed and stored and later retrieved for the purpose of testing to see whether the information has been processed correctly and is still in storage.

True "learning" is a non-linear, closed-ended, looped or cyclical process. In its simplest conception, "learning" requires identification of the 'gestalt' of organism-in-environment, a capacity for the organism, or individual, to interact or respond to its environment, and *feedback* to the organism from its interaction or response. Feedback is what makes "learning" a cyclical process, a closed loop. Without feedback, communication between an individual and his environment can result in the exchange of information, but not in "learning."

But feedback is only a necessary, and not a sufficient condition for "learning" to take place. Communication between individual and environment and feedback on the individual's response to the environment only insure the possibility for the individual to exercise some degree of *control* over his relationship with the environment. "Learning" enables one not merely to control his behavior within a given environment, but further to *adapt* to novel or changing conditions in the environment. Such adaptation implies a process of induction, or generalization over past interactions with the environment according to some criterion.

In simple terms, "learning" always requires the process of *experimentation*, of trial-and-error. It is clear where the antithesis between "schooling" and "learning" lies: "learning" requires trials and errors, but "schooling" frustrates trials and punishes errors. This is not to say that "learning" does not take place within the system of "schooling"; but the "learning" which does occur is largely incidental and those who do "learn" are

BEST COPY AVAILABLE

merely monitored, graded and classified by the system and then, at the end of the "schooling" process, are channeled into various social and economic strata, according to the amount of information they have processed. The "schooling" system does very little to cultivate "learning" and a great deal to stifle it by the system's overwhelming insistence on information processing as the fundamental model of system performnance.

But if the "schooling" system has been hostile, or even just indifferent, to this initial or "proto" level of "learning," there is yet a higher level of "learning"—what Gregory Bateson has labeled "deutero-learning." "Deutero-learning" is the process of "learning how to learn" (this requires feedback of a still higher order, or different logical type than simple or "proto-learning"). "Schooling" evaluates students according to their capacity for "learning" with the minimal number of trials and errors; it is not surprising then that IQ, which measures this capacity, is a strong predictor of academic "success." But there is nothing sacrosanct or especially valuable about this particular "style" of "learning" except that it interferes minimally with the information processing activity with which the "schooling" system fills most of its time, and that it also interferes minimally with the socioeconomic stratification process which the system serves so well. In any case, whether out of malice or indifference or sheer blindness, the "schooling" system does nothing to cultivate "deutero-learning," the learning of the skills of learning itself.

It is at the level of deutero-learning, as well as at the level of proto-learning, that the major work of Ecological Education needs to be done. *Simply imparting information about the ecological crisis will do little to effect the kinds of changes in human behavior that are necessary for planetary survival.* Even if we succeed in cultivating the kind of learning necessary to enable people to adapt themselves to the new conditions of a state of global equilibirum, we will not have gone far enough. Ultimately we are going to have to cultivate a new, ecological consciousness, initially among those who exercise the greatest degree of control over the dynamics of the social/ecological system and eventually among the population as a whole. We must teach people new modes of thinking and of knowing, and this necessarily means learning new ways of learning. Thus Ecological Education must function at the level of deutero-learning, and perhaps even beyond.

Perhaps one of the best descriptions of a holistic, ecological mode of thinking is provided by Robert Heinlein's contemporary classic 'science-fiction' novel, *Stanger in a Strange Land.*[4] Valentine Michael Smith, the book's hero, is a human whose singular fate was to be raised from infancy by Martians. Smith's body may be human but his mind is distinctly Martian, vastly exceeding the power of even the most extraordinary terrestrial mind. The initial and most important lesson that he teaches his human comrades is the art of "grokking." "Grok" is a Martian word that can only be understood—or grokked—by induction, i.e., by reading the book. Essentially, however, the word means to comprehend something completely, holistically, "in all its fullness," with the additional connotation to love, cherish and to praise.

The "grokking" mode of thought seems to be emerging as a major fallout of modern computer technology, especially in the fields of systems analysis in general and in Jay Forrester's system dynamics methodology in particular. One finds more and more people in these fields talking about "thinking in systems" in a manner strongly reminiscent of Heinlein's "grokking." Jay Forrester has observed that complex systems—systems characterized by high-order, nonlinear, multi-loop feedback structure—are predominantly "counterintuitive" in their behavior. Therefore, they are best analyzed and understood with the help of formal models and high speed computers. But many of Forrester's colleagues and students have found that experience with system dynamics eventually enables them to "grok" the behavior of complex systems to a large extent without the machine's assistance; hence the rise of "thinking in systems."

The relevance of all this to the ecological crisis is apparent to anyone familiar with the science of ecology. The laws of Nature are not independent of each other; living things are not autonomous. Neither the laws nor the things they govern can be understood as discrete entities since they are all raveled in an elaborate knot called the ecosystem. Forrester's caveat regarding the counterintuitive behavior of complex systems has its analog in Barry Commoner's aphoristic fourth law of ecology: "There's no such thing as a free lunch."[5] Biologist Garret Hardin says the same thing a little differently: We can never do merely one thing. To comprehend the ecosystem it is not enough to merely know the parts of it; rather one must be able to "grok" the whole.

Ecological consciousness, then, is the grokking-level awareness of the global ecosystem, of its synergetic behavior, of its complexity, of its connectedness, and of the place and role of man within its multidimensional web. Since the global ecosystem includes all biomes and biocenoses as well as all anthropocentrically-defined "man-made" (as if autonomous from "natural") systems—e.g., cities, corporations, governments, railroads, schools, etc.—as subsystems, ecological con-

[4]Heinlein, Robert A., *Stranger in a Strange Land*, Berkley Medallion Books, New York, N.Y., 1968.

[5]Commoner, *op. cit.*, p. 41.

BEST COPY AVAILABLE

sciousness is a holistic vision of on-going worldwide life processes in synergetic combination. In cultivating ecological consciousness, the emphasis must be on process and form, on cybernetic structure, on unifying principles that govern dynamic behavior, rather than on categorical pigeon-holing, naming of parts, simplistic pairing of cause and effect. To put it metaphorically, the emphasis must be on the rules of the game and the strategy of the play, rather than on the score of the game and the names of the players.

Adisciplinary Education

Holistic education in "systems thinking" can only be accomplished by extracting education from the narrow-mindedness of disciplines and departments. The response to the urgent need for Ecological Education by educational professionals has, to a discouraging extent, been parochial at best and self-serving at worst. Not only has the response to date been grossly inadequate in total scope, but what work has been done in this field has been seriously vitiated by a double-barreled parochialism: a parochialism of form and a parochialism of content.

The parochialism of form derives from professional specialization in educational media: in-school, out-of-school, mass media, etc. Those working in the established school system often discount or disparage out-of-school or non-formal approaches. Those specializing in the latter may sympathize with Illich's deprecation of schooling and disdain any efforts carried on within the educational establishment. Those who consider themselves Communication Specialists regularly eschew any identification with the field of Education, and sometimes look down their noses at any educator who has the temerity to venture onto their elite turf.

The parochialism of content has perhaps an even more debilitating effect on efforts to promulgate an ecological consciousness. This parochialism is characterized by the fragmentation of the content of what should be Ecological Education into almost countless subsets. At the highest level there is the schism between Population Education on the one hand, and Environmental Education on the other. Beyond this chimerical dichotomy there are even more subdivisions. On the population side we have Demographic Education, Family Planning Education, Sex Education, Family Life Education, etc. On the environmental side we have Ecology Education, Conservation Education, Health Education, Urban Studies, Forestry, Environmental Law, etc.

These two kinds of parochialism hobble our efforts to develop a truly ecological pedagogy, an educational process that is ecological not only in subject matter, but in its structure and dynamics as well. The content of Ecological Education must be as broad as the content of human life itself. It must be directed at all four dimensions of human development: intellectual, emotional, physical, and spiritual. Furthermore it must operate through all of the media that comprise the total learning environment. This means we must broaden our concept not only of what is education, but even more importantly, of who is an educator. The ranks of educators include more than just school teachers and college professors; they include journalists, politicians, lawyers, clergymen, union leaders, advertising executives, physicians, corporation presidents, and others. In short, an educator is anyone who cultivates "learning" in others. It is crucially important that we understand who the educators in our society are, because the first objective of Ecological Education must be to educate the educators, to cultivate their ecological consciousness so that they may integrate it into their roles and goals within the society.

Education Versus Miseducation

In the Heavenly City of St. Augustine, evil was viewed as a negative or neutral force, in the sense that evil was only the absence of good or the lack of virtue. Thus the way to eliminate evil or sin was to augment or proliferate good or virtue. On the other hand, the Manichean vision found evil as a positive force which actively and deviously combatted the forces of good and virtue.

In the ecological context, many educators have worked on the tacit assumption that the anti-ecological consciousness is an Augustinian, passive kind of evil: not so much an active antagonist as a pervasive ignorance, a lack of awareness that can be overcome by the dissemination of information, rational discussion, etc. This is not to say that the environmental movement as a whole has not been characterized by a Manichean viewpoint, because, of course, it often has. The rhetoric of environmentalism has been replete with "bad guys," from robber barons to radical liberals; but the educators have generally envisioned themselves, quite ingenuously, as standing above, and being insulated from these dialectics, on a pinnacle of scholarly objectivity. The result of this Augustinian view of the ecological crisis in the field of education is that many educators active in this area have emphasized *expansion* of learning rather than *displacement*. That is, since they view the anti-ecological conscience, or ecological ignorance, as being neither willful nor malicious, the efforts of these educators tend to stress increasing awareness of various aspects of the ecological crisis, with the naive expectation that this will result in the salubrious alteration of the basic human attitudes and behaviors that lie at the very heart of the crisis itself. Since they do not recognize, or at least do not admit the existence of any countervailing anti-educating force save passive ignor-

BEST COPY AVAILABLE

ance, they generally deprecate any educational process that can be stigmatized as "persuasion," "indoctrination," or "propaganda."

But the fact is that the alternative to Ecological Education is not merely the vacuum of ignorance. In reality, our society is largely shaped and governed by an elaborate and potent system of anti-ecological education that permeates the total learning environment: the school, the home, the peer group, the media, as well as the physical environment itself. The system teaches us from the cradle to the grave all of the cardinal lessons that underlie the very internecine situation in which we now find ourselves: make babies, build, buy, consume, waste, fight wars, dump, burn, hate, escape, obey, make more babies, buy more things, make more money, get a higher position, get a bigger house, drive a bigger car, more is better, bigger is superior, growth is wonderful, everybody wins. This is the litany of what Herman Daly calls "Growthmania," and it pervades and reverberates through every corner of our society; it bombards us from every direction and via all the communication/education media that constitute the total learning environment. In fact, since McLuhan tells us that the medium is the message, it is clear that these media not only deliver the message of dysecology, but are, in and of themselves, dysecological.

So the Ecological Educator, to be truly effective, must adopt a Manichean view of the challenge that confronts him. It is not enough to spread the gospel of ecology; one must also attack the devil. Satan, in this case, is the system of antiecological education. This is a powerful force at loose in the world today that is actively working to widen the gap between fertility and mortality, and to promote irresponsible parenthood; that is huckstering the meretricious dream of material affluence and fueling the fires of economic imperialism and ecological devastation. The people of the world are not going to stop their headlong rush to disaster unless someone persuades them to do so. The magnitude of the task is awesome. We must convince the leaders, the "educators" of the world—statesmen, politicians, businessmen, planners, journalists, teachers, soldiers, preachers, etc.—to radically alter not only their most basic policies and beliefs, but their total behavior and lifestyles, i.e., their total consciousness.

Education and Conscience

The fifth challenge lies in creating a new ethical basis for action. There are certain broad principles and rules of conduct that are assumed to shape, if not actually control, the behavior of any society. Written or unwritten, values, ethics or morals are fairly ubiquitous notions of what a society ought to do, if not what it actually does. Taken in toto, these things comprise what we commonly call "conscience."

The dividing line between conscience and consciousness is necessarily vague. Regardless of one's philosophy, it is evident that the viability of any system of ethics, in sum, any social conscience, must be grounded upon the conception of reality as reflected in consciousness. Thus men who owned slaves could write that "all men are created equal, endowed by their Creator with certain inalienable rights"; this was no moral dilemma for those whose consciousness classified slaves as property and not as men. Conscience constitutes a set of guidelines for behavior, but a set of guidelines that is only applied in certain circumstances which are defined by a model of reality, i.e., by consciousness. Distortions and loopholes in our consciousness therefore create morally neutral territory in the real world: moral free-fire zones where individual and collective human behavior are freed from any ethical constraint, and are governed solely by the dictates of expediency.

It is no surprise that the road to hell is paved with good intentions. Conscience, uninformed by the apt perception of reality provided by a valid consciousness, creates its own devils. Mankind's highest moral principles have provided the strongest motivation for history's greatest abominations. And the trend is still going strong, as events in Vietnam, in Northern Ireland, in Bangladesh, and in the so-called "Holy Land" have demonstrated so graphically. So it is equally unsurprising that our frenetic social crises are embedded within an even vaster, more virulent, and unattenuated ecological crisis. At a time when we should be learning to treat animals and other living things like men, humanely, we are still treating men like animals.

The ecological conscience, then, is not far different from our established collection of moral/ethical guides to human behavior. The major difference is that the ecological conscience enlarges the relevant universe of established moral/ethical guides to human behavior.

It is not necessary, therefore, to found a completely new, ecological religion in order to promulgate the ecological conscience. It would be enough if our existing theology or philosophy could adapt to a more viable model of reality, i.e., to a new ecological consciousness. This will only come as we combine better knowledge of the physical environment with a more subtle understanding of man.

The Concept of Man

It has long been a popular view among environmentalists that the ultimate roots of our ecological crisis lie in our fundamental consciousness. However this recognition often breaks down into a dialectic between Western versus Eastern modes of thought. The former are given

BEST COPY AVAILABLE

most of the blame for our current predicament and the latter are advanced as the keys to salvation. Lynn White, Jr. originally put forth the thesis that the historical roots of our ecological crisis derive from the most basic tenets of the Western, Judeo-Christian tradition, citing, for example, the Biblical mandate for man to have "dominion over the earth." White's thesis has been absorbed into the thinking of many leading figures in the environmental field, such as Ian McHarg, who asserts that the essential source of our current ecological plight is " . . . the very core of our tradition, the Judeo-Christian-Humanist view which is so unknowing of nature and of man, which has bred and sustained his simple-minded anthropocentrism and anthropomorphism."[6] Thus many have been led to embrace those oriental disciplines which seem most alien to occidental thought—Zen, the Tao, Vedanta and Yoga—as the ecological mode of thinking.

This view of Western thought as anti-ecological and Eastern thought as ecological has some objective basis, yet ultimately it is too simplistic to be very useful. It is true that many of the root causes of our ecological crisis can be traced to dysfunctional aspects of Western thought, but many of those aspects can also be found in traditions other than the Judeo-Christian one. In fact, our current ecological crisis is not the first one in human history; man has precipitated ecological crises throughout his history and on every continent. Civilization of any kind, East or West, being necessarily based on agriculture, has always resulted in severe, and often fatal, stress. Only tribal peoples, living predominantly as hunter-gatherers, have managed to remain largely in harmony with the natural environment.

The Western mode of thought admittedly has many dysecological aspects to it. As McHarg says, it is anthropocentric and anthropomorphic, setting man apart from, and dominant over Nature, viewing man as God-like, or perhaps more significantly, God as manlike. The emphasis on materialism, on hierarchy, on the conquest of Nature, on the Protestant Ethic, etc. all have had their ecologically deleterious side effects. But there are positive aspects as well. There is a strong underlying altruism. There is the emphasis on science and art, a respect for reason and natural law, an impulse toward intellectual advancement. It is significant that the old conservation and the more recent environmental movements are distinctly Western phenomena.

Of course, the Eastern mode of thinking has much to recommend it, both generally and particularly from an ecological point of view. Where the Western mode of thinking in anthropocentric, linear, discrete and simplistic, the Eastern mode is cosmic, nonlinear, continuous and complex, which makes it far more congruent with ecological reality. But the Eastern mode also tends to fatalism, passivity, anti-technicalism and anti-intellectualism, which are not very helpful attributes for dealing with the kinds of pressing problems that make up today's ecological crisis.

We need to work toward a mode of thinking that combines desirable aspects of both Eastern and Western as well as other, more "primitive" modes of thinking, in order to develop human minds that are better suited to comprehending the truest and most vital nature of "reality." This last is our greatest challenge.

Conclusion

The economist John Stuart Mill was able, in 1857, to foresee the ultimate end to rapid material growth. His questions in response to that perception posed a challenge that has been ignored for over a century.

> Towards what ultimate point is society tending by its industrial progress? When the progress ceases, in what condition are we to expect that it will leave mankind?[7]

The answers to his questions are not yet predetermined. While the transition to material equilibrium is inevitable, the path is not. Whatever may be the nature of the steady state that lies ahead, its basic dimensions will be largely influenced by the choices our students exercise or ignore during their lifetimes. If we as educators ignore the challenges, our students will have little perception of or control over the forces that stop growth. Equilibrium will be imposed through natural and social processes outside their control. The collapses of civilizations past suggest that the process would be likely to serve no one's objectives. If we can acknowledge and respond constructively to the educational challenges posed by limits to growth, then we and our students can provide the intellectual and moral foundation for a stable and just equilibrium that provides well for man's basic needs.

[6]McHarg, Ian L., *Design with Nature*, Doubleday/Natural History Press, New York, N.Y., 1971.

[7]Mill, John S. "Principles of Political Economy" in *The Collected Works of John Stuart Mill*, V.W. Bladen and J.M. Robson (Eds.), University of Toronto Press, Toronto, 1965.

For reference list see the Bibliography section at the back of this issue.

BEST COPY AVAILABLE

communique

resources for practicing counselors

Two Special Approaches to Career Education

Throughout the US, the career education trend has caused school systems to generate special programs for those students with special needs. HEW and NIE are funding two special programs for those students having few opportunities to explore the career world. One exemplary program is INMED, in practice at the University of North Dakota to help a group of Indian youngsters from reservations in five surrounding states enter the health field. The program seeks to upgrade these students in math, English and the basic sciences—areas where their previous education may have been inadequate. On the secondary level, students have the chance to meet with medical teams of physicians and dentists, and talk to them about opportunities in the health field. Special labs are made available to the students for completing their homework and for individualizing their instruction. For further information, contact Lois Steele, University of North Dakota, Grand Forks, ND.

Another program, Employer-Based Career Education, operated by the Appalachia Education Laboratory, Inc., and contracted under NIE, works with students in the Charleston, West Virginia area. The goal of this program is to give students an awareness of what certain jobs entail —what skills are needed, what the job is really like. This program is set up to fulfill this goal by having the students visit employment sites to learn about the world of work through observation of real-life situations.

vibrations

Eligibility Expanded by Welfare Reform Program

Beginning January 1, 1974, responsibility for much of the nation's public assistance and welfare was taken over by the Federal Social Security Administration. Included in the takeover is aid to the blind, aged, and disabled—a responsibility formerly shared by county and state governments.

The new federal program is called "Supplemental Security Income" and its abbreviation is SSI. The SSI program expands eligibility to include blind and disabled people under 18 years of age. A family formerly receiving ADC who has a mentally retarded, mentally ill, disabled, or blind child at home is now eligible for additional assistance under SSI. Such a family will continue to receive ADC from the state but also may apply for the $130-a-month assistance allowance.

School social workers, attendance teachers, and other pupil service workers who have considerable contact with welfare recipients should be aware of the implications of this new legislation and the changes effected by SSI.

Youth Has Its Say

Multitudes of studies have been undertaken to investigate drug abuse programs directed at youth. Most of these investigative approaches have taken the bent of the empiricist looking at his population sample. The people studies, however, have had little say in correcting the drug abuse problem. Now Casper Weinberger has initiated a new approach to the drug campaign. Young people will be asked to develop their own approaches to solving drug abuse problems under a national search backed by HEW. HEW's plans include a nationwide conference this May to showcase the best projects. Some projects will be funded as models for other communities to adapt to their own needs. The idea is being carried out by the National Search, Alcohol, Drug Abuse and Mental Health Administration, Rockville, MD 20852.

Health Careers, Anyone?

Want to start a high school Health Career Club? North Carolina has successfully formed 603 health career clubs (73 in high school, 529 in junior high schools, and one in college) with 2,800 members. These groups, which were chartered with Health Career Clubs of North Carolina, re-

BEST COPY AVAILABLE

ceive health career information, contribute to and receive a state newsletter, attend the annual Club Congress, and nominate members for state offices. If your school is interested in starting a Health Careers Club, write Mary Alice Sherrill, Staff Associate, Health Careers Program, North Carolina Hospital Association, P.O. Box 10937, Raleigh, NC 27605.

Deutschland Uber USA

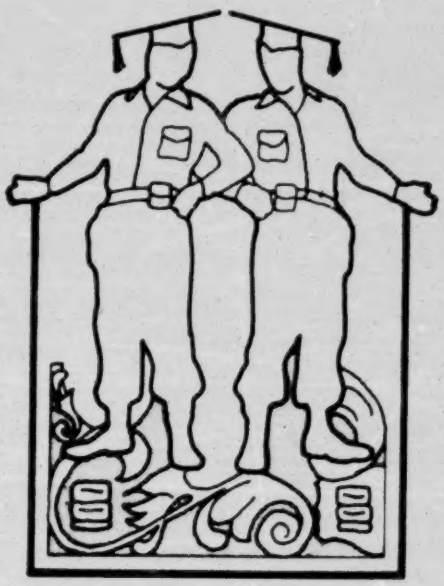
Take heart, admissions people—a new source of student recruits may be on the way to help fill your empty college classrooms. The source of this new student clientele is Germany. Right now, 30,000 German students are certified ready for college work, but classroom space in Germany is unavailable. Georgetown University is working on a pilot program to bring 500 such students, who have qualified for university attendance, into the US. The students will be selected for the program on a competitive basis and must be proficient in English. Since the college prep program in German high schools is two years longer than here in the states, it is anticipated that the German students will enter American universities at the junior level. They or their government will foot the bill.

Handwriting on the Wall

People react in various ways to graffiti found in the nation's outhouses. These terse, sometimes witty, usually ribald statements have bred reactions of laughter, chagrin or condemnation among their readers. Now social scientists have brought "graffiti therapy" into their psychiatric wards. The catalyst for initiating this therapy was an incident that occurred at St. Joseph's Hospital in Chicago where a catatonic patient, with whom no one could communicate, discovered a misplaced blackboard. When no one was looking, he picked up the chalk and wrote some very direct comments expressing his feelings. The head nurse discovered the comments and responded with some of her own. The patient answered, and a new medium for communicaton opened up. The staff was so impressed by this "new" means of communicating that it placed a blackboard in the dining hall. Gradually more patients started to respond through this media, thus opening up additional avenues of communication between the therapists and patients. Now graffiti therapy is as important an aspect of St. Joseph's rehabilition program as are group therapy and psychodrama.

To Have and Have Not

How do people empathize with others whose life situations are very different from their own? It is very difficult, and often downright uninviting to try, particularly for a physically able person who is trying to gain understanding of the infirm and handicapped. Tom Vernier, a high school student from Mascoutah, Illinois, offers an ingenious idea on how the "have's" can gain a greater degree of sensitivity toward the "have not's." The idea is to live blindfolded in a normal classroom setting for at least an hour. While this part of the idea is not new, Tom feels that this experience can become meaningful when one has the experience videotaped. Viewing and discussing the "have not" venture may make one better understand how another human must encounter the world.



When Johnny Comes Marching Home

The commitment of men to the Vietnam war is at an end, but as long as we have an armed force, we will have veterans. Monies granted to higher education institutions for veterans attending colleges and universities are becoming more readily available, but a greater amount may be needed in the next fiscal year than ever before. More than $25 million has been appropriated to veteran outreach offices offering veterans peer counseling and other forms of help. Institutions with full-time veteran students will receive $300 per veteran. Another $150 per veteran is provided to the school if it provides special remedial courses to veterans needing such assistance. The goal of the program is to reach young vets who may have failed in high school and who see little need to take advantage of their G.I. Bill benefits. It is anticipated that, before long, the program will show increasing numbers of veterans enrolled in school, particularly those who otherwise may have ended up on unemployment rolls.

research findings

If you had your druthers, would you rather interact with man or machine? In an attempt to learn the effect of differential counseling techniques with clients of differing levels of counseling readiness, a high and low counseling readiness group of high school sophomores were divided into two groups, each containing half highs and half lows. One group was vocationally counseled on an individual basis, while the other was counseled by a computerized vocational information program. The prediction was that high readiness subjects would change their vocational choices more with the computerized program while lows would change more with individual counseling. Only the latter prediction was confirmed, suggesting that students find individual counseling preferable to machine-made assistance.

Journal of Vocational Behavior, v3 n2 pp. 137-144

When it comes to names what was good enough for grandpa may not be good enough for junior. A California study sought to determine whether pupils' names influenced teacher judgement in awarding grades. Two sets of papers were submitted for evaluation, under fictitious names, to experienced and student teachers. Some names were identified by the researcher as "winners" (David, Michael), while others were seen as "losers" (Hubert, Elmer). Both sets of teachers scored the papers with "loser" names a full grade lower than those with "winner" names. A similar experiment with girls' names proved inconclusive. It may be that boys with unusual names feel they are different; hence they become defensive and thereby offensive to teachers.

A little kid has enough troubles being little–he doesn't have to be Egbert, besides!

American Education, v9 n8 p 21

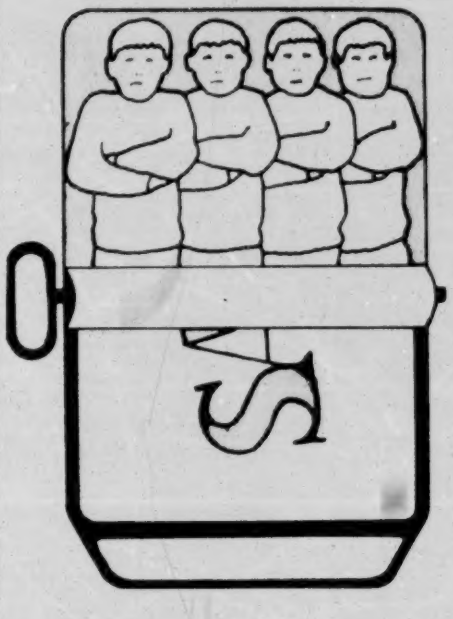
Do little girls really like to play at being mommies? According to a study of kindergarteners, they do. When a teacher removed the entire trapping of the doll corner to test what would occur, nothing special happened the first two days. But on the third day an "underground doll movement" sprouted. The little girls improvised a doll corner from blocks and boxes in the room. The teacher felt that,

BEST COPY AVAILABLE

since the youngsters in her group were offspring of professional mothers, the girls had not been stereotypically brainwashed into doll-playing, but enjoyed it because their relationship to their mothers was very important to them. Boys spent little time in the doll corner, perhaps because the major focus is the mother, and also because the activity is too passive for boys of this restless age group.

The differing needs of boys and girls should always be noted, and allowed for, in the range of activities encouraged in and out of the classroom.

Education Daily, November 1, 1973



Sardines may be happy as clams packed tightly into their cans, but most humans prefer some breathing space. In an experiment examining behavior under different crowding conditions, ten groups of four- and five-year old children were observed for two play periods, in a 90 square foot room and in a 265 square foot room. Several interesting points were noted which contradict other research on crowding. There was significantly more aggression by boys in the less crowded room; girls acted about the same under both conditions. The experimenter felt that when the number of people remained constant while space changed, people did not regard others as the cause of their discomfort and hence did not harbor or act out hostilities. Greater space permits more physical mobility, allowing boys the opportunity for acting out. Another interesting observation involved interaction among the children. In the more crowded condition, children engaged in less interactive play, and spent more time in solitary activities, most likely because the very nature of the crowding made motor activity difficult.

Behavior Today, December 3, 1973

It's hard to stand against the crowd—even when you're sure you are right. In a study on group reaction to deviance in attitudes, group members confronted and evaluated people who always agreed, always disagreed, agreed then disagreed, or disagreed then agreed with general group opinion. Results suggest that, regardless of opinion shifts along the way, an individual is rated favorably if his final response is in keeping with model group opinion. Disagreement is attributed to belief in own opinion, desire to be assertive, and wish to see self as different from unattractive others. Agreement is attributed to desire to be linked and a wish to see self as similar to attractive others (opinion molders).

Helping professionals must work to lessen the effects of bandwagon psychology and ostrich mentality.

ED 080 920

The words may be the same but the message is different. How we respond to social influence depends upon our perceptions of the messsenger. Rodriges and Raven (1972) worked on a study that examined school social influence situations involving teachers and peers on the basis of six categories of power: coercion, reward, expertness, legitimacy, reference to the influence, and information. Junior high students responded to a hypothetical request to pick up papers and books by either the teacher or student seated nearby. They were asked why they responded to the task. Teacher came out highest in "legitimate" power while students ranked highest in referent power (friends).

It is welcome news that students responded in very limited fashion to the categories of coercion and reward, for both teacher and student acquaintance. It would seem that all we need do is to establish a valid case for our requests–in a friendly way, of course–and presto! Compliance!

Educational Evaluation and Research Informational Newsletter, n14, p 13 October, 1973

Time was when women were afraid to be successful in a man's world. But times, they are a changin'! In a recent study that sought to replicate the findings of Matina Horner (1968) in the area of sex differences in motivation and performance, more than 700 men and women were given opportunities to write stories on the success of a top-ranking hypothetical male or female medical student. Carefully validated judging and analysis of story content indicated that Ms. Horner's findings could not be supported. Counter to expectation, although the majority of all stories contained some "fear of success imagery," a smaller proportion of women than men wrote stories high in such imagery. Women were less likely to write such stories about females than about males and men wrote twice as many stories denying the effort made by the female student in reaching the goal. These findings do not support the hypothesis of a general cultural expectation of lower performance by females than by males.

Perhaps females are feeling freer to achieve success. In either case, Horner's findings do not appear to be conclusive.

ED 082 101

When a mother encourages her son's dependence upon her, she is treading on dangerous ground. A recent study sought to investigate mother-child interaction patterns and their relationship to dependency behavior among first graders. Children were given tasks to perform during the observation period, while mothers were given tasks to perform during half the period. Teachers rated school dependency behaviors. It was observed that boys (whose mothers accepted dependency by helping with tasks) also showed more school dependent behaviors. If mothers were busy with their own tasks, they were more likely to help sons while ignoring daughters. Girls whose mothers ignored their dependency initiations showed less dependency in school.

A mamma's boy is a nuisance to his teacher and, later on, to his wife. Mothers, take note!

Dissertation Abstracts International, v34 n1 pp 165-A
Order #73-16,045

If Jeannie has a personal problem, don't hold your breath expecting her to seek counseling—you might turn blue! A study

BEST COPY AVAILABLE

that sought to encourage counseling visits for personal problems, divided college women into three groups: one received specially-devised written information only, one received both written and orally-presented information, and the control group received no information on counseling visitation at all. The information was designed to alter student perceptions of the appropriateness of personal problems for counseling, and their willingness to seek counseling for such problems. Those in the group receiving both oral and written information indicated considerably more willingness to seek help with personal problems than either of the other two groups, although fewer than half of the willing group were actually "willing."

Apparently the communication gap between counselors and potential counselees is greater than counselors would like it to be. Nor is the written word alone mightier than the sword–or anything else–in the attempt to bridge that gap.

Journal of Counseling Psychology, v20 n5 pp 406-411

Bookkeeping or babies, worker or wife—which will it be? A research study of mothers sought information on the degree of maternal involvement in the courtship patterns of their unmarried daughters. Findings support a causal chain that links maternal employment with a broader view of life options for daughters—where the mother herself works, employment is seen as a legitimate option for the daughter, where mamma stays home, marriage is seen as the only legitimate life choice. Maternal social "meddling" occurs more frequently in the latter case.

ED 083 530

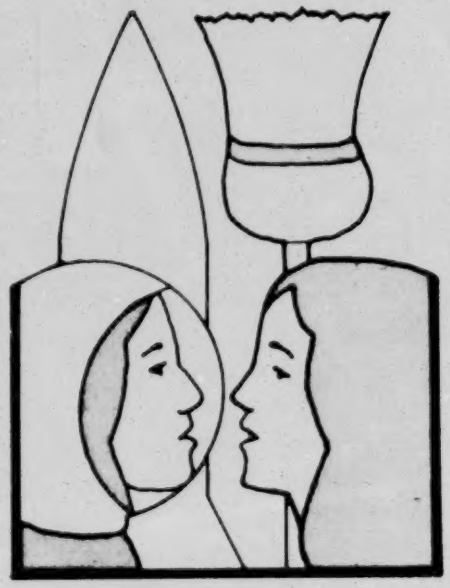
Male chauvinists are not only down on Women's Lib they're down on themselves! A recent study of male college sophomores from five different college settings and a group of noncollege males of similar age revealed that those males attending large state and unaffiliated institutions generally approved of the principles of Women's Lib and evidenced higher levels of self esteem, while those least favorable to the feminist movement had the lowest levels of self esteem. This latter group came primarily from those in the private male college group and the noncollege group.

Like the controversy over the chicken and the egg, which is cause and which is effect? Do lower esteem males choose small, conservative colleges, or do the colleges, by their size and orientation, shape attitudes toward women's rights?

Journal of College Student Personnel, v14 n5 pp 402-405

If you were being paid for your team efforts by the team captain, would you want that captain to be male or female? A recent study among college students permitted "captains" to disburse rewards to group members based on their own concept of the relative amount of individual input. Captains also rewarded themselves for their input. It was found that, while male captains overrewarded themselves when the total reward exceeded their own internal standard of equitable pay, females always divided the reward equally, regardless of total amount available. Furthermore, females rewarded equally despite the level of individual inputs whereas males rewarded equally only when inputs were equal and when total available reward was congruent with their internal standards of equitable pay.

ED 084 466



Not all women want to be astronauts, but neither do all women want to be housewives and/or secretaries. In an effort to upgrade the occupational aspiration levels of first-year female college students, experimenters exposed a group to 12 videotapes (30 minutes each) in which females presented high level occupational and family role responsibilites. Small group discussions followed each presentation, encouraging the girls to examine their occupational attitudes and expectations. A control group received no treatment. On post-testing, the experimental group showed significant increases on all occupational aspiration scales except the Social Science scale.

Dissertation Abstracts International, v34 n3 p 1075A
Order # 73-21, 412

Do counselor labels affect counseling outcomes in the same way that student labels affect classroom behavior? In an effort to find out, nine randomly-selected, matched groups of high school students were assigned to one of three naive counselors, two of whom were labeled either positively or negatively by confederate peers within the groups. Study results showed that, although negatively-labeled groups displayed greater tension and unfriendliness than did the other groups, they also engaged in more frequent interaction. They requested more information (but provided less) than other groups. Client attitude was unaffected by labeling.

Labels on cans tell you what's inside –they don't do the same for kids and other people.

Dissertation Abstracts International, v34 n3 pp 1081A
Order #73-19,751

Girls, if you want a well-adjusted husband, check out your boyfriend's father before you say "yes." If he is a traveling man, watch out! A study of male college students tested their perceptions of their fathers' behavior, as well as their own personalities to determine their adjustment to life with father. Not too surprisingly, the most well-adjusted young men perceived their fathers as warm and available. Boys who see their fathers as unloving and autocractic (but present in the home) turned out to be undependable and immature. The researchers felt these boys would have been better off had their fathers been less available.

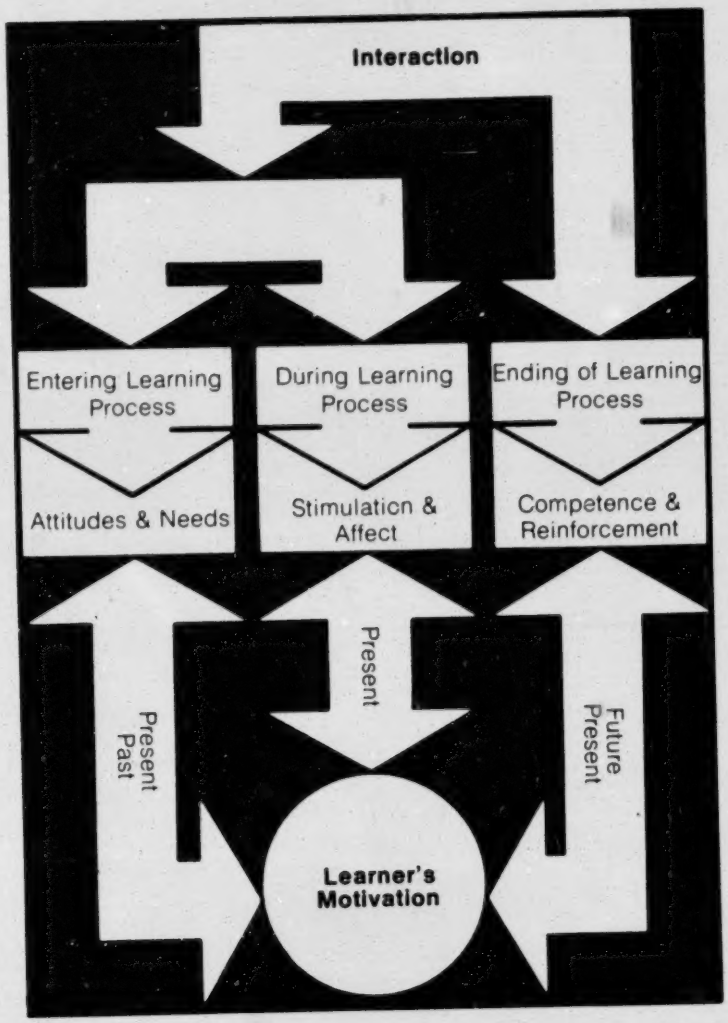
Another group of boys, who perceived their fathers as very affectionate but seldom present at home, were also maladjusted.

Apparently, it's not only the quality but the quantity of "fathering" that counts.

Human Behavior, v3 n1 p 27

EDRS Ordering Instructions

References in this publication that have an ED number may be ordered from the ERIC Document Reproduction Service (EDRS), P.O. Drawer 0, Bethesda, Maryland 20014. To order any of the ED materials, the following information must be furnished: The ED number of the document; the type of reproduction desired—photo copy (HC) or microfiche (MF); the number of copies being ordered. All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate.



A PRACTICAL MODEL FOR MOTIVATION

by Raymond J. Wlodowski
University of Wisconsin-Milwaukee

*The following materials, "A Practical Model for Motivation © Raymond J. Wlodkowski, 1973, University of Wisconsin-Milwaukee," may not be reproduced without the expressed permission of the author.

According to Cofer (1972) motivation signifies the causes or the "why" of behavior. Individuals involved in education generally strongly advocate that teachers should be knowledgeable about motivation. Most teachers accept the premise that learning cannot occur without motivation, whatever their theoretical or philosophical background. Yet, what to do in order to facilitate motivation is a common problem. Few people agree on a single definition of motivation, nor do they approach learning situations with any consistent strategy as to how to promote motivation. Bolles (1967) has written that motivation is not a palpably observable fact of behavior or a direct aspect of experience. Cofer (1972) has argued that the term motivation is not a useful word and may be unnecessary as a concept or organizing principle.

With respect to the above point of view, there still appear to be some very practical planning and systematizing ideas that can be applied to learning environments in accordance with a firm regard for motivational principles. First, however, one must begin with a concise and simple definition of motivation. For too long the term motivation has been so complex as to defy functional use. The definition I prefer is that motivation is a concept that explains the energy, the direction, and the volition which, together, induce human behavior. By energy I mean that which invigorates behavior or the capacity to act; direction is the goal or purpose of behavior; volition is the act of willing or choosing a form of behavior.

Another very basic problem within motivational constructs is the inability of theorists to quantify and calibrate theorems that lead to accurate predictions of human behavior, e.g., if the educator does . . . then the student will learn . . . At this point in time the scientific branch of psychology that studies motivation has not evolved to such precision, except in rare and sometimes unimportant instances. In fact, it may never.

Yet, there are some general factors which appear to influence the three motivation components in such a way as to increase energy, enhance volition, and clarify preferences for direction or goal seeking in learning situations. The exact relationship of these general factors to these three motivational components is unclear. The general factors are: (a) the person's attitude toward the general learning environment; (b) the basic needs within the

BEST COPY AVAILABLE

person at the time of learning; (c) the stimulation process affecting the person via the learning experience; (d) the affective process the person experiences while learning; (e) the competence value that is a result of the learning behavior; and (f) the amount of reinforcement attached to the learning experience. Each of these six factors can be measured or evaluated to some degree in a consistent manner in order to facilitate motivation, prevent motivation problem, and diagnose motivational potential in learning situations. The model in Figure I indicates their categorization, relationship, and influence on motivation.

Although each factor is indicated as separate, there is some degree of overlap among them, i.e., needs in part determine attitudes, competence can be viewed as reinforcing, etc. Their categorization is merely arbitrary and convenient. They represent an eclectic view toward motivation with an emphasis on the phenomenological viewpoint of the educator. Each should be considered within the motivational strategy of the teacher. One teacher may choose to put his emphasis on meeting the needs of the learner while another might focus most of his energies on making the learning process as stimulating as possible, but neither teacher would be wise to disregard the other factor.

The motivational model in Figure I is based on a time set; thus, the learner's motivation with respect to needs and attitudes is modified by past experience but exerts a present influence as he enters the learning process. These needs and attitudes combine to interact with stimulation and the affective processes of the learning experience itself to further influence motivation as it occurs during learning. At the end of the learning process the competence value and reinforcement gained interact with the previous four factors to influence the learner's motivation at that moment and for the future as well. Although the motivational influence is shown in three separate phases, in reality, it is constantly interacting with the learner.

The model presented here is designed primarily as an organizational aid. Each time the educator considers a learning situation he has a construct with particular categories by which he can further design or diagnose motivational strategies for his students throughout the learning process. Each general factor was chosen for its practicality and, in certain instances, can be further sub-divided according to more specific categories with accompanying diagnostic questions, strategies, and reference materials as depicted by the Diagnostic Motivation Chart.

Diagnostic Motivation Chart
Figure II

Motivation Factors	Diagnostic Questions	Motivation Strategies	References
Attitudes			
Attitude toward teacher and learning situation	What is the student's perception and feeling toward the teacher and learning situation?	Individual attention	(Combs, Avila, & Purkey, 1971)
		Establish relationship between student and teacher	(Glasser, 1969)
		Share something of value with teacher and/or students	(Greer and Rubinstein, 1972)
		Class meetings to deal with relationships	(Mager, 1968)
Attitude toward self	What is the student's sense of his own worth and capabilities in the learning situation?	Demonstrate unconditional acceptance	(Rogers, 1969)
		Demonstrate trust & empathetic regard	
		Guarantee successful learning	
Expectancy for success	How well does the student honestly and objectively expect to do in the learning situation?	Contracting	(Bushell, 1973)
		Action goal setting	(McHolland, 1972)
		Interview and allow choice	
		Use of programmed materials	(Becker, Engelmann, and Thomas, 1971)
Needs			
Maslow's Hierarchy of Needs			
Physical	What is the condition of the student's physical well being?	Check and maintain student's physical condition, i.e., food, rest, etc.	(Maslow, 1970)
Safety	How is the learning situation free of fear and threat?	Reduce or remove components of learning environment that lead to failure and fear.	(Maslow, 1970)

BEST COPY AVAILABLE

Love	How does the student have a sense of belonging in the learning situation?	Increase or create components in learning environment which tell the student he is wanted and that significant others care about him.	(Maslow, 1970)
Self-esteem	How does the learning activity promote the student's self-respect?	Provide opportunity for attainment of goals that reinforce student's identity or role.	(Maslow, 1970)
Self-actualization	How does the student exercise his full potential in the learning situation?	Provide opportunity for freedom of choice in the learning situation with encouragement of problem solving, experimentation, discovery, and self-evaluation.	(Maslow, 1970)
Need for Achievement	How is the student making progress toward realistic learning goals for which he holds himself responsible?	Setting level of learning goals to insure moderate risk taking Provide immediate concrete feedback on learning Insuring student's personal responsibility for learning. Expanding student's environment for resource utilization.	(Alschuler, Tabor, and McIntyre, 1970)
Need for Affiliation	How does the student have an opportunity to cooperate and reciprocate with friends while learning?	Providing opportunity for learning activities in which students choose their partners and form their own groups. Establish superordinate goals.	(Lyon, 1971)
Stimulation			
Rate of change	How is the person experiencing an optimal change in the perception and interaction with his learning environment?	Match the person with a learning activity in which he is both interested and able to progress (90% achievement level).	(Bijou, 1970)
		Let the learner control the pace, choices, and changes in his learning activity.	(Wlodkowski, 1973)
		Let the learner take chances and risks when he chooses to do so, e.g., tricky and uncertain learning situations.	(Kounin, 1970)
Variety	What is there that is continually different about the learner's environment and activities?	Change the style as well as content of the learning activities, e.g., avoid sitting and reading, sitting and writing, sitting and spelling, etc.	(Kounin, 1970)

BEST COPY AVAILABLE

Involvement	How does the learner figuratively step into and become a part of the learning activity? Can he escape by not paying attention?	Random selection of learners as respondents to or participants in learning activities.	(Kounin, 1970)
		Creating as many learning situations as possible where learners are *active* participants rather than passive recipients of learning, i.e., games, role playing, group exercises, discussion, teams, simulation, etc.	(Gordon, 1970)
Disequilibrium	How is the learner confronted with information or processes that are different, novel, contrasting, or discrepant from what he already knows or has experienced?	Introducing contrasting or disturbing data and information.	(Biehler, 1971)
		Permitting mistakes and frustration.	
		Facilitating the search and recognition of incomplete gestalts.	(James and Joregeword, 1971)
Affect	How does the learner feel about how and what he is learning?	Facilitate the increase and decrease of arousal in the learner as appropriate to the cognitive task.	(Bindra, 1959)
Feelings		Place learning in the human context and employ confluent teaching methods.	(Brown, 1971)
		Demonstrate how learner can operationalize what he is thinking and feeling.	
		Actively listen to learner's questions and concerns.	(Gordon, 1970)
Values	How does what the person is learning relate to what he believes is important or part of his identity?	Use value clarification methods.	(Raths, Harmin, and Simon, 1966)
		Employ relevant curricula that have goals that reinforce learner's identity.	(Glasser, 1972)
		Immediate application of learning to personal life of learner.	
Climate	How does the learner experience the learning environment as a place where he is accepted and can be spontaneous?	Removal of unnecessary judging or control of learner.	(Gibb, 1961)
		Respect learner's opinion and basic rights.	
		Remove any manipulation of or "games" with learner.	(Harris, 1969)
Competence (Effectiveness)	How does the learner know that he is mastering the task at hand and can use it to cope with important or new environments?	Facilitation of successful completion of agreed upon learning task.	(Lesser, 1971)

BEST COPY AVAILABLE

		Consistent feedback regarding mastery of learning, e.g., progress charts. Facilitation of learner in tasks and environment he regards as "challenging." Use of competition where learner *chooses* to compete toward worthwhile goal.	
Reinforcement (Positive)*	How does the completion of the learning behavior result in or is followed by something the learner regards as rewarding or worthwhile?	Use of indicators of successful goal attainment, i.e., grades, test scores, gold stars, etc. Use of rewards for participation or progress in learning activities, i.e., candy, money, etc. Any form of recognition or approval. Use of learning activities that result in expanded awareness or insight. Use of learning activities that result in problem solving or discovery.	(Becker, Engelmann, and Thomas, 1971)

*Although the concept of reinforcement can theoretically be divided into positive and negative reinforcement, this writer respects Skinner's warning regarding the misuse of and negative by-products of negative reinforcement and chooses to omit it from the chart. R.W.

The chart is divided into four basic areas: motivational factors, diagnostic questions, motivation strategies, and references. Each motivation factor is followed by a diagnostic question intended to help the educator more accurately perceive motivational influences upon the learner. If the motivational influences appear to be lacking, absent, or non-functioning, there are a number of attached motivation strategies which can be employed to facilitate the learner's motivation. Wherever possible these strategies are aligned with references that expand the ideas and means of using them. The strategies form the "what to do" components while the references broaden the "how to do" aspects of facilitating motivation in learning.

A situation in which the chart might be used is when a teacher has a student who lacks motivation and displays this symptomology by appearing disinterested and negative toward the subject matter at hand. The teacher feels he or she is doing all that is humanly possible in the area of stimulation and reinforcement. It is quite possible that this problem has its roots in the attitude and need factors. The teacher would then check the diagnostic questions in each of these areas and utilize the strategies and references as they appear necessary.

Another hypothetical case might be where the learner has a positive attitude toward the subject matter and wants to learn but complains of or appears to be bored. This may be a stimulation or reinforcement issue and use of diagnostic questions should prove helpful.

The motivation model and diagnostic motivation chart are by no means complete. Factors, diagnostic questions, and strategies may be supplemented by the teacher, counselor, school psychologist or whoever chooses to use them. The purpose of the motivation model is to give the educator a constant awareness of the various motivation factors that may be operating and influencing the learner. The diagnostic motivation chart is intended to be a means of organizing meaningful questions that can lead to the prevention or resolution of motivation problems. Choosing which factors to use (from either the model or chart) is at the discretion of the educator and learner. Through mutual inquiry, both parties should consider their values, philosophy, and goals before determining which motivation strategies to employ.

Counselors and psychologists are constantly called upon by teachers to assist in student discipline and learning problems. Many of these problems can be directly traced to poor motivation which, in turn, negatively influences the learner throughout the learning activity. Personal counseling, punishment and other means of changing student behavior are of little avail when effective facilitation of motivation is absent or lacking in the learning environment. The motivation model and diagnostic motivation chart are means by which guidance personnel can help teachers help themselves—as their students—in the learning process.

For reference list see the Bibliography section at the back of this issue.

BEST COPY AVAILABLE

ANIMAL FARM

revisited

by Kenneth E. Hoeltzel Associate Professor of Education
State University of New York Plattsburgh, New York

Cast of Characters:

Pavlov F. Skinned, a mouse who attended a Western university and became skilled in T and M (Tokens and Mazes).

Roger Karl, a horse widely known for his empathy and genuineness at the track. He gives all of the losing horses support when their spirits are down.

Alice Albert, an owl who doesn't give a hoot about psychoanalysis but works strongly at a belief system that does not make her feel *awful*.

E.G. Williams, a gopher skilled in psychometrics. It is claimed that he knows the 566 items of the MMPI by heart. However, he has other good traits.

Ralph Wren, a real wren who flies around the countryside acting as an ombudsman. Since he had done this sort of thing before, he was hired to moderate the meeting.

. . . The scene is in the barnyard where the animals have gathered to survey the state of the art . . . or is it the art of the state?

The Scene Opens

Wren: Well, I am glad to see that we all made it except Sigmund. His popularity has been decreasing lately, so he did not feel like coming to the meeting. He's outstanding in his field. Perhaps he is still having some problems with those apronstrings. Enough of Sigmund . . . I hereby call this meeting to order.

Group: Hoot, hoot . . . . squeak, squeak . . . . Whinney . . . . (burrowing sounds)

Wren: Maybe, just for today, we should try to speak the same language.

Karl: Sort of like adult to adult? I've been reading where transactional analysis is pretty hot stuff.

Albert: (tongue in cheek) I had thought that a bit of group screaming might get us somewhere.

Karl: That's your child talking, Albert. What *I* really hear us saying is . . .

Group: (interrupting in unison) Karl, cut that out!

Williams: It seems as though for us to know where we are in our profession, we need to be able to evaluate where we have been. Now, I have this super test that . . .

Karl: (reflective) You seem to be saying that testing is the proper way to evaluate our progress.

Williams: Well, it's worked for gophers for years.

Karl: It seems as though all evaluation models stress the past.

Skinned: Yes, and all of us are not gophers. We have our own styles and our own needs . . . contracts, tokens, mazes, desensitization . . .

Albert: And remember, it is your *belief* "B" about those things that really messes you up. "A" doesn't really cause "C" you know.

Williams: (scowling) Quit talking in letters, Albert!

Wren: (looking around the group) You all seem to be saying the same thing.

Group: (in unison amazement) We are?

Wren: Yes, you're saying that we each have our own "things" but as of yet, we can't seem to come up with an assessment tool to evaluate all of our diverse activities.

Williams: (contradicting) *I* have. Testing! Reliability! Cubistic models . . .

Karl: (more peacefully) Empathy scales . . . genuineness . . .

Albert: (whining) Homework! Gut feeling changes . . .

Skinned: (shouting) Stopwatch . . . contracts . . . M and M's . . .

Wren: (shrugging his wings) See what I mean?

Karl: So, where do we go from here? I have the feeling we've been here before.

Wren: You know, I've been studying systems lately. Maybe you need to do an input evaluation.

Group: A what?

Wren: An input evaluation. You know, most of the evaluation models we've used in the barnyard are those that assessed the past or, at best, where we are right now. Few have looked to the future and have been based upon change. An input evaluation gets us to look at change . . . like going to other farms, surveying the literature, bringing in other animals as consultants . . .

you know, *new* stuff.

Karl: What you seem to be saying is, "throw away the past."

Williams: Throw away my MMPI? Never!

Albert: You're feeling *awful* again, Williams.

Wren: (ignoring Albert) It really doesn't throw out the past. It *builds* on it. We really need a tool that overlaps all our methods. An input evaluation just might help. Who could we call on? Where might we look?

Williams: (cheering up) I know . . . I know . .BUROS!!

Albert: (getting even) You gophers are always burrowing, Williams. (turning to the others) We could ask Harris in.

Skinned: Or take a field trip to a biofeedback lab.

Karl: Or read THE JOURNAL for some innovative ideas. Some of us haven't kept up with the literature.

Williams: We could study the systems model. It sort of resembles a test.

Karl: Yes, I'd go for that. I'll volunteer to go see T. Antoinette in Hawaii.

Skinned: We could scan our ERIC/CAPS System.

Karl: Is that in Hawaii?

Skinned: (to Karl) Always horsing around, Karl! No, it's in Michigan, and that's a long trot from Hawaii.

Wren: (really pleased) Now, for the first time, we are talking together. See what good ideas we come up with when we leave our own "bags" long enough to think of alternatives?

Williams: Yes, but how do we test it out? (Seeing Wren frown, he adds . . .) No pun intended of course.

Albert: Yes, Wren, tell us. My belief "B" about this whole matter is beginning to make even me feel *awful* and *worthless.*

Wren: We gather our input data, analyze it and make priority decisions as to what to try first. Sort of a pilot test.

Williams: (challenging) Then what?

Wren: We do another evaluation to ascertain how it's going. This allows us to work out the little bugs. Then we can decide whether to look further, revise, try again, or junk it.

Skinned: Is that it?

Wren: No, one final evaluation will allow us to look back at the change to determine its worth. We want to know whether to install it into the barnyard, or not.

Karl: I really think I hear you saying that there *is* a way to evaluate the entire barnyard using one instrument. And it is something that would work for all of us.

Albert: (hooting) You say the nicest things, Karl.

Skinned: But Wren, can I still use my tokens and contracts?

Williams: And me my tests?

Karl: I don't know about the rest of you but I just seem to be so busy *working* that I really don't know when I possibly could find the time to do this input thing.

Williams: Me too, I've got so many test revisions to make. And it would be awfully expensive.

Albert: (shaking her head) Oh, oh, here comes another Dispute "D"!

Wren: Now you are beginning to make up excuses . . . (talking faster because he senses he is losing them) . . . and you still seem to be hung up on your own things. I know it is really hard to get you away from what you do best . . . (talking louder and faster) . . . but we really are getting the tools we need. Look at the stuff coming out by Winborn and Stewart . . . Guba and Stufflebeam . . . Ryan . . . Our worlds could *really* reapproach . . . (yelling) Karl, quit that galloping around . . . Albert, wake up . . . P. F. Skinned, stop running around in that maze . . .

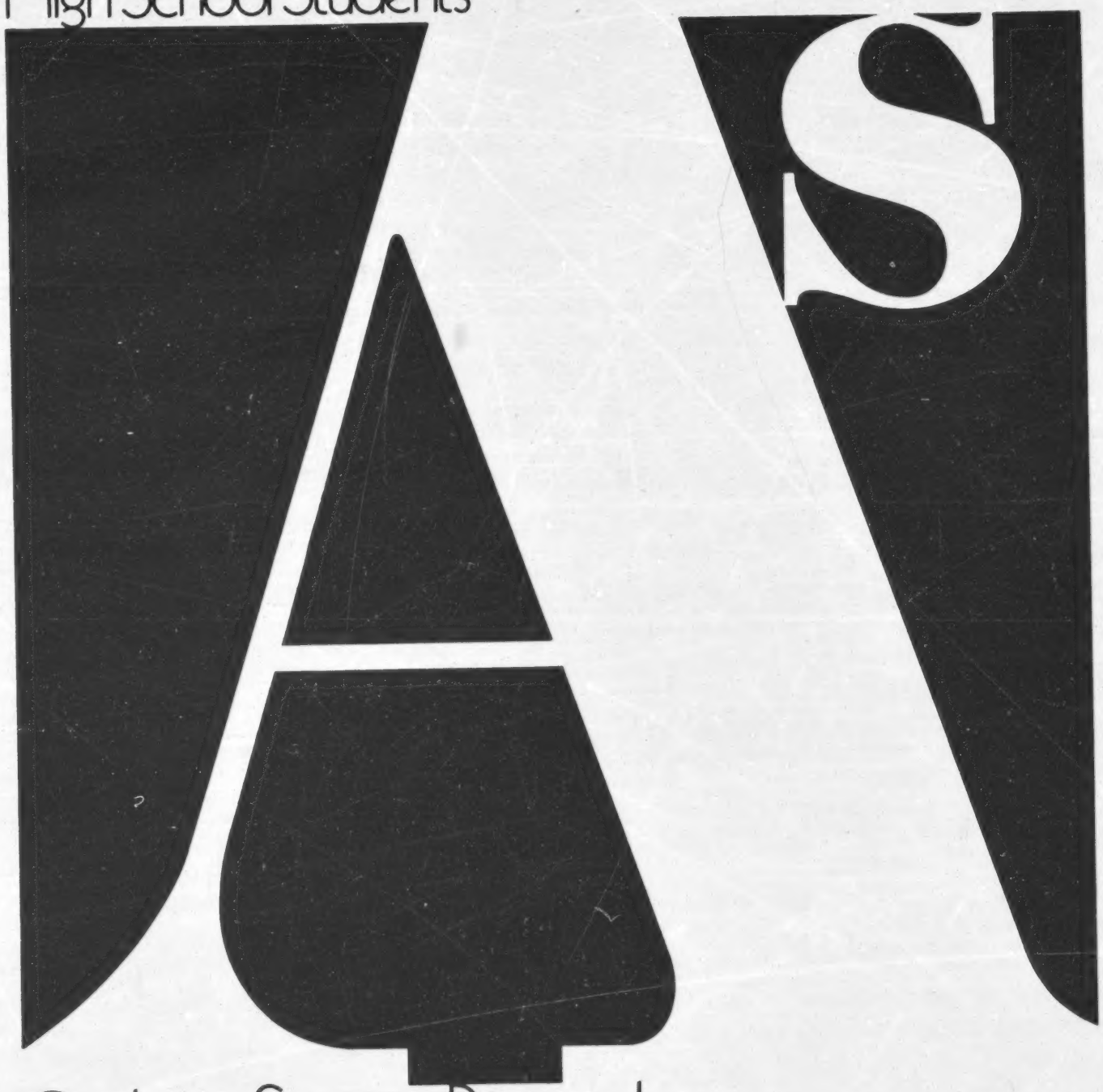
Group: Squeak, squeak . . . Hoooot . . . . whinney . . . (burrowing sounds)

Wren: (dejected, wings over his eyes) Where did I go wrong?

Curtain

(No applause, sporadic weeping drifts up from the audience)

High School Students



Guidance Support Personnel

by Joseph A. Kloba, Jr.

Joseph A. Kloba, Jr. is a school counselor at Irondequoit High School in the West Irondequoit Central School District in Rochester, New York. He is also a candidate for a Doctorate in Guidance and Counseling at the University of Rochester.

When students in our nation's high schools are asked to comment on the value of their school guidance program, far too many are less than positive in their assessment. This student dissatisfaction and discontent, often a result of a desire for more counseling time, can be attributed, in part, to shortages of trained professionals and heavy student-counselor ratios. The real issue, however, might more clearly be a matter of effective counselor time utilization and work priorities (Munson, 1971, p. 18). Dissatisfaction with school guidance services is not limited to students. School administrators, too, are asking school counselors to stop isolating themselves by working with administrators, teachers, and parents, and to become involved in curriculum evaluation, teaching-learning problems, and school climate change (DeFeo and Cohn, 1972). Munson offers a warning concerning the future of guidance at the high school level:

> Guidance in our secondary schools has gone overboard in one direction, rationalizing its restricted emphasis on the basis of necessity and urgency. It has permitted itself to be maneuvered so far off course that it has almost lost its bearings. It has only one possibility and a little time—it must about ship or founder (Munson, 1971, p. 349).

One change of course for guidance that might prevent its foundering involves the proposals for different manpower utilization such as the use of non-professionals in guidance programs (Harris, 1968; Carlson and Pietrofesa, 1971). The use of support personnel has met with success in medical and allied helping professions, extending the amount of services offered to clients and freeing the more professionally trained person to perform the vital functions for which he was trained (Cowen, 1967). That the use of support personnel can have the same effects on the high school guidance program is a reality that is evidenced by: (1) the successful early projects in training and use of support personnel (Salim and Vogan, 1968; Carlson, Cavins, and Dinkmeyer, 1969; Gutsch, Spinks, and Aitken, 1969); (2) position statements on the use of support personnel in guidance and pupil personnel services (APGA, 1966; Shear, 1969; Salim et.al., 1970); (3) an APGA monograph (Zimpfer, et.al., 1971); and (4) an increasing amount of second generation research examining different support personnel variables (Delworth, 1969; Haase and DiMattia, 1970).

The time appears ripe for the use of support personnel as one means of enhancing the guidance function in high schools. Finances still remain a stumbling block to the hiring of non-professionals for the guidance program; administrators and school boards may not wish to spend additional funds to expand a service whose value is already suspect. Wittner (1971) sees the counselor evolving into a leader of the "many people in the school setting including . . . students . . . who can be of invaluable assistance if given the opportunity." A number of prominent educators have also advocated the use of students as guidance aides or peer counselors (Nyquist, 1972; Cook, 1971, p. 487).

The remainder of this article explores this use of student support personnel (SSP) as one possible answer to some of the criticisms of high school guidance programs.

Rationale

Before examining considerations in implementing SSP, let's look at a rationale for SSP within the context of the goals of high school guidance, the developmental tasks of adolescence, and the successful use of students in helping roles in education.

Goals of High School Guidance

While the specific goals of any high school guidance program will be determined by the needs of the local situation, most counselors would agree to the general goal of "the enhancement of an already adequately functioning person to new heights of achievement, with specific goals of assisting each student to: (1) understand and accept his potentials for living; (2) appraise periodically his developmental progress; and (3) plan his next phase of living." (Shertzer and Peters, 1965.) In far too many cases these goals have not been attained—perhaps because they are too general to lend themselves to operationalization with a specific time/space framework. Another reason may be that school counselors are "bogged down with many daily . . . tasks that sap their energy and prevent them from doing the higher level things they're prepared to do and . . . ethically bound to do" (Zimpfer, 1972.) "That many of the activities of the counselor are worthwhile is not the question. That these are the role of the school counselor is." (Munson, 1971, p. 198.) Student support personnel are one way of freeing the counselor from these time consuming activities to concentrate on more professional activities.

Developmental and Vocational Tasks of High School Students

Although adolescents are expected to undergo many different developmental tasks, most could be subsumed under Erickson's task of resolving the conflict of individual identity versus role confusion. Closely related are the vocational developmental tasks of crystallizing and specifying a vocational preference (Super, 1963). While many high schools make some effort, albeit haphazard, to help students accomplish psychosocial tasks, few have done much in the area of vocational development. A student's psychosocial and vocational development can be facilitated by all the experiences that contribute to his or her self-understanding. Students as SSP can be helped to go beyond the exploration stage into the crystallization and specification stages of the vocational development process. SSP will be helped to internalize school learnings and relate these to their vocational maturation. They will be involved in a trial-exploratory experience that will allow them to test who they are and to explore ways in which their "self" can be expressed in the world of work. The SSP experience could help the student find out more about what he can do and how he responds (Munson, 1971, p. 342).

Programs Using Students

A growing abundance of literature reports the use of high school students in the role of tutor. Kohler (1969) describes a program in which Neighborhood Youth Corps students effectively helped elementary students and, in the process, improved in many areas themselves. Lane, Pollack, and Shear (1972) used adolescent discipline problem students to tutor weak elementary school readers with resultant behavior change in both tutors and tutees. Van Wagenan (1969) describes a statewide tutorial program in which senior business students successfully tutored beginning business students. In most reports of tutoring programs tutees appeared to gain in achievement functioning and tutors seemed to improve in academic achievement, self-reliance and self-confidence.

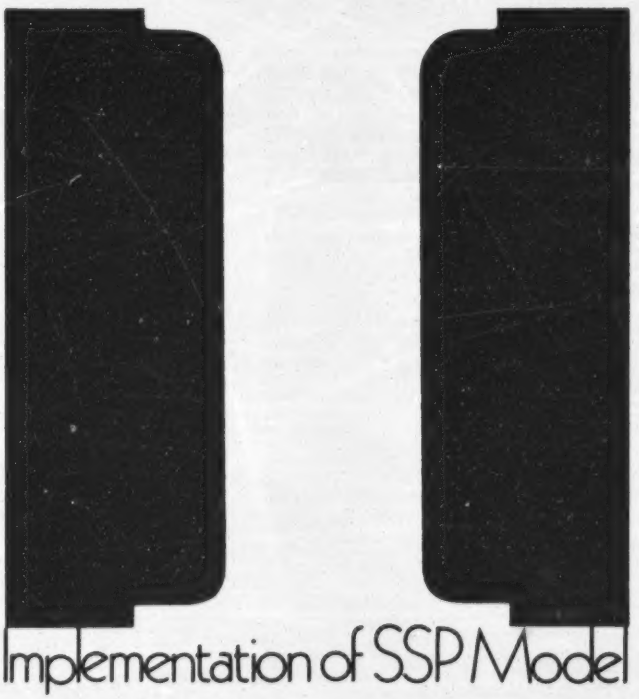
There have also been an increasing number of reports of high school student use in helping relationships. Collins (1967) describes a program where high school students served as aides to the elementary counselor by working with students on a theatrical production. In another program, 25 high school students counseled with elementary students who, as a result of the experience, showed improvement in problems of shyness, school ambivalence and grooming and cleanliness (Winters and Arent, 1969). McWilliams and Finkel (1971) report positive behavior change in both "tuned out" adolescent underachievers, who served as counselors, and the underachieving primary students with whom they worked.

Wittmer (1969) using 9th grade counselor-tutors with 7th grade underachievers found 7th grader attitude change and grade improvement. Lobitz (1970) reported a significant improvement between experimental and control groups when seniors counseled sophomores failing English. In a comprehensive study Vriend (1968), using 11th graders, found that the example of high achieving peers and the support and reinforcement of a group with similar goals provided inner-city students with the impetus for developing better classroom skills, higher grades, improved attendance, and higher levels of vocational and educational aspiration. Vassos (1971) favorably describes the results of a big brother-sister program in which high school students helped junior high students with general home problems, academic difficulties, and other problems that prevented them from performing optimally in school.

Not to be overlooked in the realm of students helping students are the benefits of group counseling.

> "One of the more advantageous aspects of the group situation is the potential for all group members to be of help to one another . . . Each group member in his own human way, within the confines of his own life experiences, can be a force in helping the other members of the group (Munson, 1971, p. 143).

It is this author's position that high school students can be trained and used as volunteer guidance support personnel, and can not only keep (as Munson cautioned) the guidance ship from foundering, but can give it improved bouyancy and a new and more powerful engine. The following section reviews some considerations in implementing the SSP model.



Expanding Zimpfer's definition, student support personnel in the guidance program are those students who help in the performance of a variety of tasks that require some knowledge of guidance and directly relate to the work of the guidance department. SSP will not function as autonomously as the professional counselor (Zimpfer, et.al., 1971).

Prior Planning

The need for SSP should be determined by each individual high school following a study of the adequacy of its guidance program. Questions to be asked include: Is the use of SSP a viable way of meeting the identified needs? Are the administration and teaching staff ready to accept and support the SSP concept? Is the guidance staff ready to invest time and energy to initiate and maintain such a program?

A committee of persons crucial to the success of the SSP program—particularly persons who may have role relationships with the SSP—should be involved in the

program planning. Prior to the introduction of SSP this committee should draw up a general description of the SSP tasks, establishing SSP task priorities and specifying who SSP should be accountable to (Zimpfer, et.al., 1971, p. 36).

Before the SSP program is initiated, faculty, student body and parents should be oriented to the objectives and scope of the SSP program. Their suggestions should be considered in preparing the program plan.

Recruitment and Selection

SSP should be recruited from volunteers following presentation of the SSP model to the student body. The literature on students as tutors or in other helping roles is inconclusive and helps little in establishing specific selection criteria. Most reports do, however, support Vassos' (1971) conclusion that academic achievement does not seem to be equated with the ability to help develop close interpersonal relations. Those successful in helping roles have included a wide array of students ranging from academically gifted to introverted underachievers. Each program reported points to students in helping roles working with younger or same-age peers, and not with older students. This would point to selection of upper classmen or seniors for the SSP. Experimentation with SSP working with older students or younger SSP working only with same-age or lower grade peers should be encouraged.

Tasks

To determine specific SSP tasks in a given school, the counselor and the SSP committee must examine present counselor responsibilities and functions and possible ways SSP could help improve and/or expand the guidance program. Many of the tasks suggested for adult support personnel by Fredrickson (Zimpfer, et.al., 1971, appendix B) could be readily performed by SSP. These tasks are organized into 11 areas according to three levels of responsibility, based on relationships to data, people, knowledge, and autonomy. SSP could perform and, in-turn, personally benefit from performing most of the level II and level III tasks. However, it is generally not wise to acquaint SSP with tasks that involve exposure to confidential information such as tests, student records, parent conferences, and pupil personnel team meetings. SSP could occasionally perform some of the level I tasks, but it seems that too many of these would not be taking full advantage of SSP's potential to be of service to the school guidance program and, conversely, receive as much benefit, personally, as they might from the experience. Among the Fredrickson tasks that SSP might perform are: (1) conducting interviews where structured information is collected or given; (2) handling initial contact interviews to put counselees at ease; (3) working in close conjunction with the counselor to follow up and give support in certain cases; (4) meeting individually or in small groups with students to orient them to the school and guidance program; (5) acting as a recorder of verbal or non-verbal interaction in certain group situations; (6) undertaking research and reporting activities as directed by the counselor; (7) organizing and maintaining an educational and occupational library and bulletin boards; (8) helping others use guidance office audio-visual equipment.

SSP could inform the counselors of general needs of students and bring to their attention those students who could benefit from immediate contact. Since, in most high schools, much informal counseling goes on between and among students anyway, SSP could be trained and supervised to accomplish this natural activity more effectively. SSP could be used as "rap session" leaders during study halls or homeroom, or they could operate a telephone "hot line" for drug or other student concerns. Once an SSP program has been in operation for a few years, successful veteran SSP might be used as supervisors of underclass SSP (Sloan, 1971).

Some high schools may find it feasible to use SSP as generalists, performing many of the activities described above, while others may see fit to have SSP function as specialists in certain areas.

Training, Supervision, and Role Development

The training and supervision of the SSP is a critical element in the success of the program. An important first step is the orientation of the SSP to: (1) the purposes and goals of the program; (2) their relationship to the guidance staff and to other members of the school faculty; and (3) the concept of confidentiality and ethics. The amount and extent of the training to be given SSP depends upon the particular goals of the SSP program, and considerations such as whether SSP are expected to be generalists or specialists.

The SSP program should be a part of the regular academic program for which SSP receive course credit. The class might be called Psychology, Human Relations Practicum, or Human Services. Prior to the beginning of the academic year there should be a short training period. This training should be practice-oriented and include role-playing, simulation, films, video-taping, and group work, with specific and systematic feedback and self-evaluation as a built-in component (Carkhuff, 1969; Truax, 1970).

To avoid confusion and conflict, SSP should be responsible to, and supervised by one counselor from the guidance staff (Zimpfer, et.al., 1971, p. 46). Once the academic year begins, training should occur within the context of the on-going supervisory process. Supervision should consist of at least one seminar each week in which SSP and their supervising counselor(s) discuss program and individual progress. A second supervisory component should be a bi-weekly individual supervisory conference between supervising counselors and SSP. These two components should afford SSP an opportunity to deal with frustrations, receive assurance, obtain specific guidelines, and provide an opportunity for re-structuring and re-planning the SSP program, based on operational realities. To complement the supervisory process, SSP should prepare written logs describing their daily experiences and reactions to each specific task they undertake; they should submit these logs to their supervising counselor(s) each month.

Potential Problems

A comment by Salim and Vogan (1968) is applicable to implementing an SSP model:

> The success of implementing a new role is not a low risk task. The development of positive interpersonal relationships among all concerned parties is critical for implementation of the (SSP) role. Threat, anxiety and frustration will be present at various times.

SSP could present a potential threat to insecure coun-

selors, who might see SSP infringing on their isolation and autonomy (National Conference on Paraprofessional Career Advancement and Pupil Learning, 1969). This threat could result in professional counselors assigning SSP to clerical and other "busy" work. On the other hand, SSP could be used as if they were fully qualified professionals (Fisher, 1968).

SSP could become isolated from their peer group by assuming an aloof or authoritarian attitude; or the peer group could impose this isolation if the SSP are seen as "working for the establishment." SSP could also alienate teachers by not following school procedures, or by assuming an attitude of being "equal" in competency to teachers because of having helped some students with academic problems.

The SSP supervising counselor could spend a disproportionate amount of time working with the SSP program, resulting in curtailed attention to other aspects of his job. A closely related concern is that counselors could become so involved with an SSP program that centers on functions such as the tutorial one, that the guidance role would be seen as having little uniqueness or special contribution to make to the educational program.

Evaluation

Prior to the initiative of an SSP program an evaluation plan based on program goals and SSP activities should be designed. This plan should include a means of assessing the effect of SSP services on those with whom SSP work, as well as a method of assessing effects or changes in the behavior of SSP.

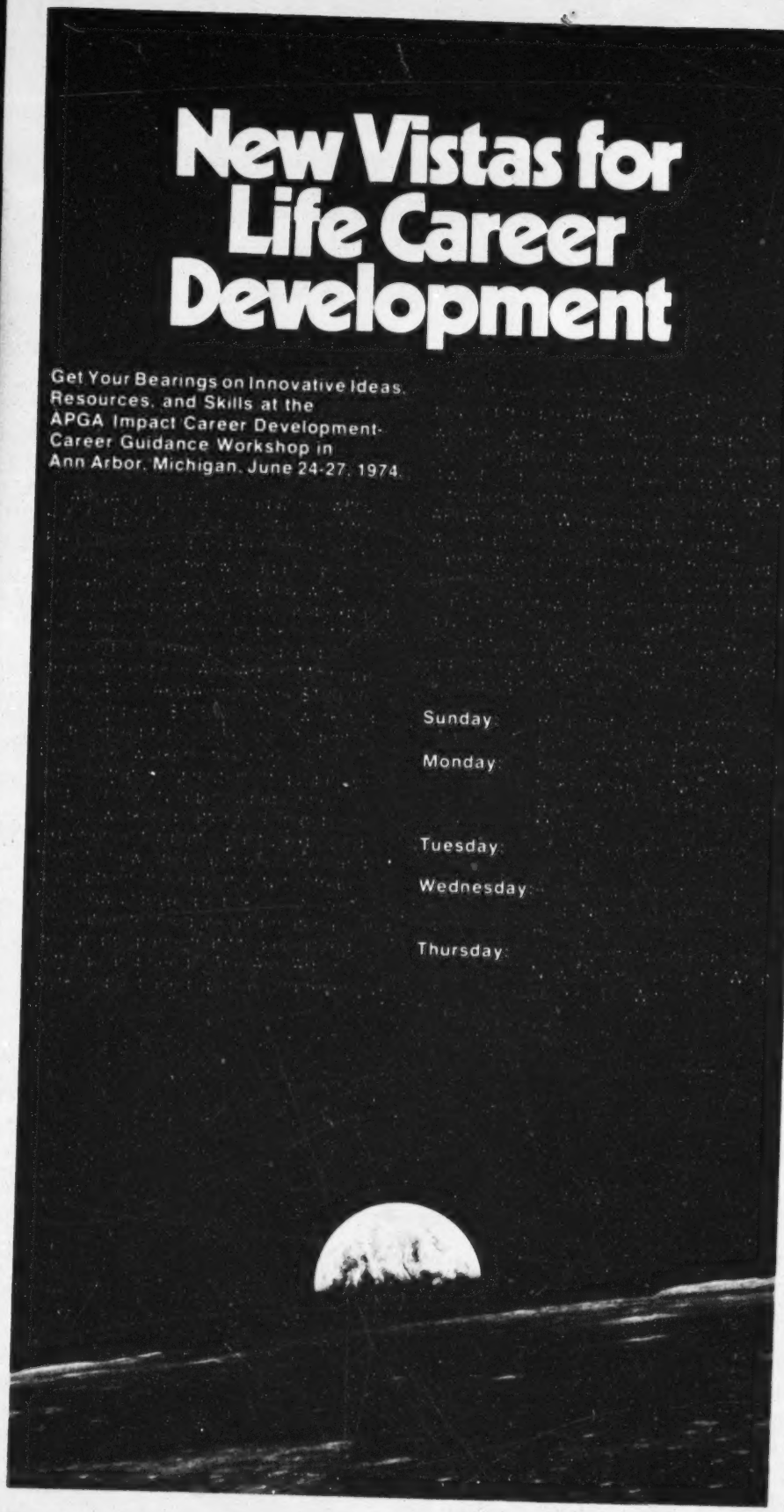
More important than this periodic semester or year-end evaluation is the constant perceptual assessment and subsequent program modification based on the results of training and supervisory sessions, SSP daily logs, and observations of the SSP program in operation. Those who have implemented SSP in a high school may also wish to follow up with periodic examination, in depth, of various dimensions of the SSP concept.

Summary and Implications

The use of high school students as guidance support personnel is one promising means of enhancing the guidance program in many American high schools. The SSP concept has several implications for the guidance program and counselor role: (1) the work of the school guidance program will become more visible to students, teachers, and parents as the counselor comes out from behind the closed doors that have blocked effective communication between these groups; (2) guidance will broaden its base of influence and support as it becomes more involved in the mainstream of the educational program; (3) the guidance department will increase the breadth of services offered and will improve the quality of the existing services. SSP will be able to perform certain services that the counselor had little time to perform in the past. SSP will be able to handle some counselor tasks more effectively than the counselor can. Thus, the counselor will have more time to concentrate on higher level professional functions. Additional services will be identified that counselors and SSP, working in close cooperation, will be able to perform more effectively than either working alone; (4) the counselor will need to perfect new competencies in the areas of leadership, supervision, and coordination; (5) the amount of teaching-learning in the high school will increase by a large factor as it is seen as a common goal shared by teachers, counselors, and students; (6) students will gain an alternative model to competition—a model of concerned cooperation and working together; (7) the middle class biases and prejudices of school personnel may be counteracted as SSP work with certain minority groups; (8) many students will trust and seek the help and assurance of trained peers who speak the same language, share many common realities, and don't present the traditional authoritarian barriers to communication; (9) SSP will serve to bridge students and faculty—students will see that the school wants to help while the professional staff will become more attuned to students' needs and more aware of individual students' needs for immediate attention; (10) SSP offers an alternative to the current crisis reaction model operational in most high schools; (11) SSP comprise a new source of ideas improving the guidance program and educational system; and (12) can be used more effectively with little or no additional expenditures of funds.

There are also a number of implications for the SSP themselves: (1) SSP will have an opportunity to actually explore a vocational role; (2) SSP will develop a more realistic self-image and appreciation of their own abilities and state of development; (3) the high expectations, demands and prestige of the SSP role, the trust and confidence in the SSP as a person, and the motivation of successful task performance will reinforce SSP self-confidence, ego-strength, and positive self-image; (4) many tasks will enable SSP to find a meaningful use of school subject matter, thus resulting in its assimilation and subsequent improved school performance; (5) SSP will increase their sensitivity to others; and (6) SSP will learn skills that they would not ordinarily have learned in the regular school program.

For reference list see the Bibliography section at the back of this issue.


New Vistas for Life Career Development
Get Your Bearings on Innovative Ideas, Resources, and Skills at the APGA Impact Career Development-Career Guidance Workshop in Ann Arbor, Michigan, June 24-27, 1974.
Sunday
Monday
Tuesday
Wednesday
Thursday

Interact with Contributing Consultants

Nationally known speakers in the area of career development will highlight the program. These will include people from all settings who have been involved in designing and implementing exemplary career development programs and policies. Speakers will also function as on-site consultants to provide continuous skill-building and interaction among workshop staff and participants. Speakers include:

Thelma Daley: Director of Guidance, Overlea Senior High School, Baltimore, Maryland; past President, American School Counselors Association

Norman Feingold: President-elect, American Personnel and Guidance Association; National Director, B'nai B'rith Career and Counseling Services, Washington, D.C.

Norman C. Gysbers: Professor of Education, College of Education, University of Missouri at Columbia; past President, National Vocational Guidance Association.

John D. Krumboltz: President-elect, Division of Counseling Psychology, American Psychological Association; Professor of Education and Psychology, Stanford University, Palo Alto, California.

David Tiedeman: Director, ERIC Clearinghouse on Career Education; Professor of Counselor Education, Northern Illinois University; past President, National Vocational Guidance

Garry R. Walz: Director, ERIC Clearinghouse on Counseling and Personnel Services; Professor of Education, The University of Michigan; past President, American Personnel and Guidance Association.

The workshop staff also includes: Libby Benjamin, Mary Joyce Church, Richard Galant and Susan F. Kersch.

Pick and Choose Resources

One of the special features of this workshop is complete and direct access to the full resources of the ERIC Counseling and Personnel Services Information Center. At the "Learning Resources Center" you can review the entire ERIC microfiche document collection, an extensive selection of journals and other professional publications, a career materials display center, and videotape presentations of important speeches made at last year's workshop. Plus, you'll have a chance to window shop for other useful and exciting materials at the "Resources Boutique." Here you will find a comprehensive collection

of commercial and non-commercial career development resources, books, instruments, film strips, kits, games, as well as materials generated from the most highly rated career guidance programs across the country.

Receive University Credit

Another unique feature of this workshop is that participants may elect to take the workshop for two (2) hours University of Michigan credit (J608). Those taking advantage of this option will plan a special post-workship project in consultation with the workshop staff. There will be an additional charge of $80.00 (University tuition) payable at registration for those who elect this credit option.

Activities and Accommodations

Evening activities will include informal discussions, film festivals, access to the Learning Resources Center and planned social events that will encourage informal discussion and interaction among participants. You'll visit Ann Arbor at its loveliest and greenest time of year and have access to the many cultural events on campus.

Low-cost university dormitory accommodations (room only) will be available. Accommodations are also available at local motels, but participants must make their own reservations. For information on both types of accommodations, check the appropriate space on the registration form.

Optional LCDS Training Session

A special, optional activity will also take place in Ann Arbor immediately following the career development workshop. The Life Career Development System (LCDS) workshop will prepare individuals to become facilitators in this sequentially organized series of career exploration units.

Based on several years of research on programs, practices, evaluation techniques, and career developmental needs of both adults and adolescents, the LCDS encompasses the total development of the individual—educational, occupational, and leisure time. Adoption of the LCDS philosophy and structure provides the conceptual framework for organizing guidance activities into a cohesive, integrated series of career developmental steps for students, as well as providing an accountability system for facilitators.

The workshop will include training in:

- Nine career development modules, each containing synergistic activities designed to maximize participants' learning and skills. Module topics focus on attitudinal and behavioral requisites for creative and productive living—learning about self, values clarification, coping with environmental barriers, etc.
- Use of a facilitator's handbook with instructions for presenting and clarifying the ideas in the modules and suggestions for warm-up activities.
- Use of participant's journal in which participants record their experiences and keep records of their activities.
- Pre/post learning-measures assessment techniques to help facilitators measure not only individuals' growth but program accountability.

Workshop participants will work directly with the LCDS developers in acquiring the necessary implementation skills. At the conclusion of the workshop, participants are certified as career development facilitators and become eligible for subsequent purchase and use of the LCDS. They also become part of an onging user communication network for post-workshop sharing of information and suggestions with other users.

For further information on costs and arrangements for attending the LCDS workshop, check the appropriate space on the registration form or contact: Dr. Garry R. Walz, ERIC/CAPS, 2108 School of Education Bldg., The University of Michigan, Ann Arbor, MI 48104; phone: (313) 764-9492.

Special Workshop Features

An opportunity to acquire information on the use of exemplary life career programs and practices for all ages and all settings.

Access to a comprehensive resource bank; review and select materials relevant to your particular needs.

Direct experience and involvement with current games, simulation models and techniques.

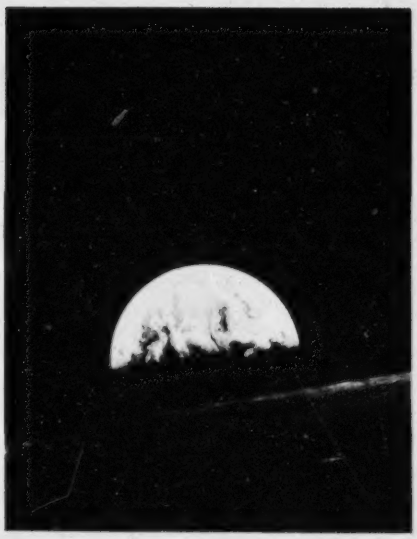
A hefty packet of readings, reprints, references, guides and other materials especially developed for workshop participants.

Individual consultation with career development specialists.

Help in the preparation, adaptation and implementation of innovative life career programs.

Interaction and sharing of experiences and resources with other participants at a "swap-shop."

Post-workshop communications linkage to other participants and to resources as they're developed; tie-in to future workshops and conferences.



Registration Form

Note: You will receive further details and materials by mail upon receipt of workshop application

Name_____

Address _____

_____ Telephone _____

Position_____

Registration Fee: APGA members $100.00; non-members $125.00

Make checks payable to American Personnel and Guidance Assn.
Return this form to:

APGA/Impact Workshop
American Personnel & Guidance Assn.
1607 New Hampshire Ave., N.W.
Washington, DC 20009
(Attention: Ethel S. Bradford)

Options:

(Payable in full at Workshop Registration, June 23)

- ☐ Please send me dormitory and local motel cost and accommodation information.
- ☐ Credit: I wish to elect the two (2) hours University of Michigan credit (J608) at a cost of $80.00
- ☐ LCDS Training Session; I am interested in attending this post-workshop session. Please send me additional information.

Workshop Director: Garry R. Walz, Professor of Education, The University of Michigan, and Director, ERIC/CAPS.

Workshop Coordinator: Susan F. Kersch — contact for further information at 2108 School of Education Bldg. The University of Michigan, Ann Arbor, Michigan 48104 or call (313) 764-9492.

BEST COPY AVAILABLE

Hospital Applies Bedside Manner to

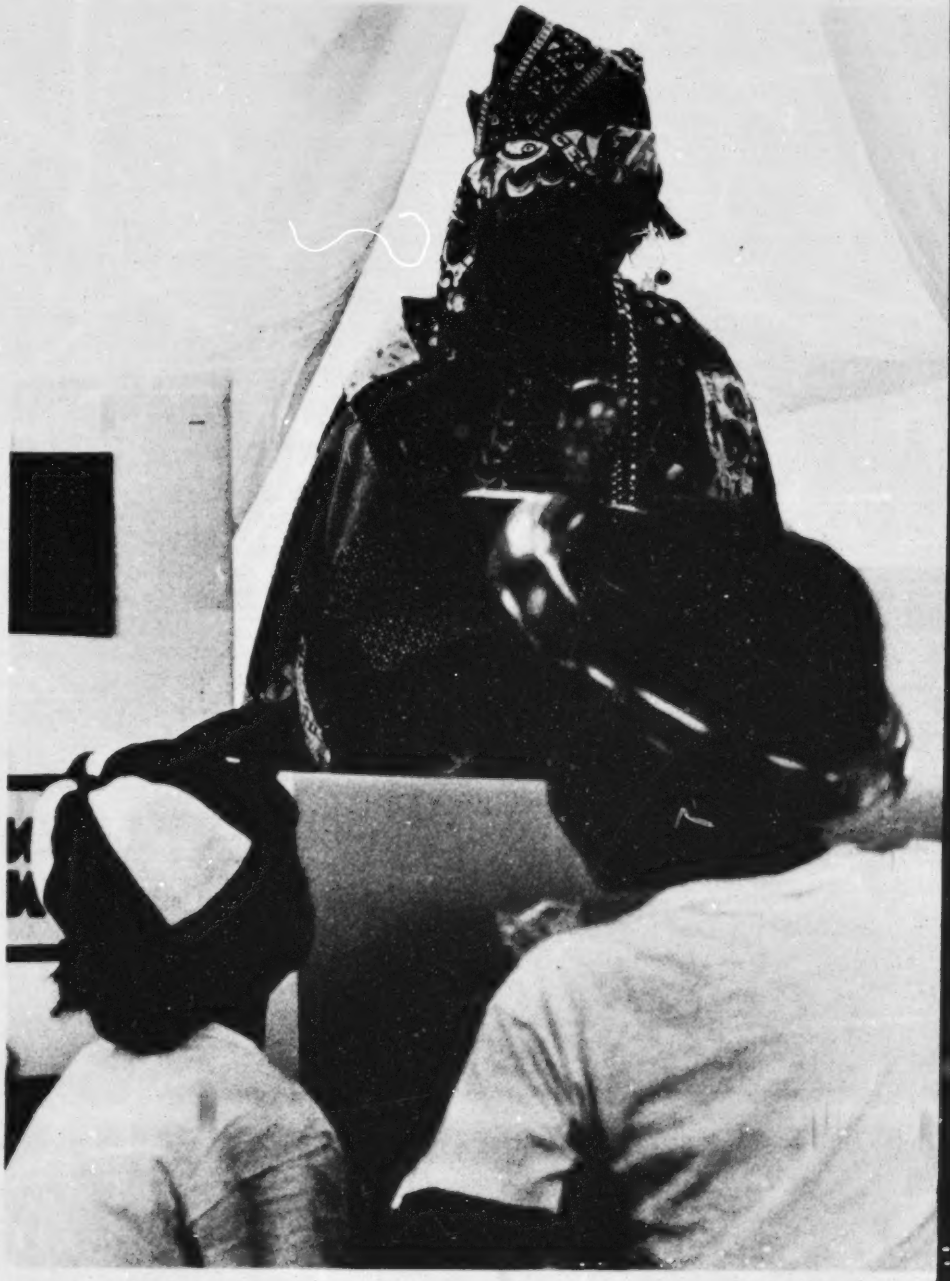
by Frank Viviano

Ann Arbor lights blink brightly from the Huron Valley eight floors below while a rock band performs for several dozen eager teenagers. In another room, two boys shoot pool, while a third plays pinball. Down the hall, a group of eight-year-olds bake and eat their own cookies. It might sound like a youngster's fantasy of the ideal life, but, surprisingly, it's a routine evening for patients at the University of Michigan's C.S. Mott Children's Hospital.

Under the auspices of the newly-expanded Hospital Schools and Activities Department, young people up to 19 years can avail themselves of a comprehensive program of educational and recreational services. The addition of "activities" to the formal department title by the instituion's Administrative Council marks the latest stage in the 52-year development of the Hospital School at the University of Michigan. "Too many people think that education means 'reading, writing, and arithmetic,'" explains department director Dean Lidgard. "There is much more to the school than that—particularly in a hospital situation. We apply a total care approach to patients at Mott."

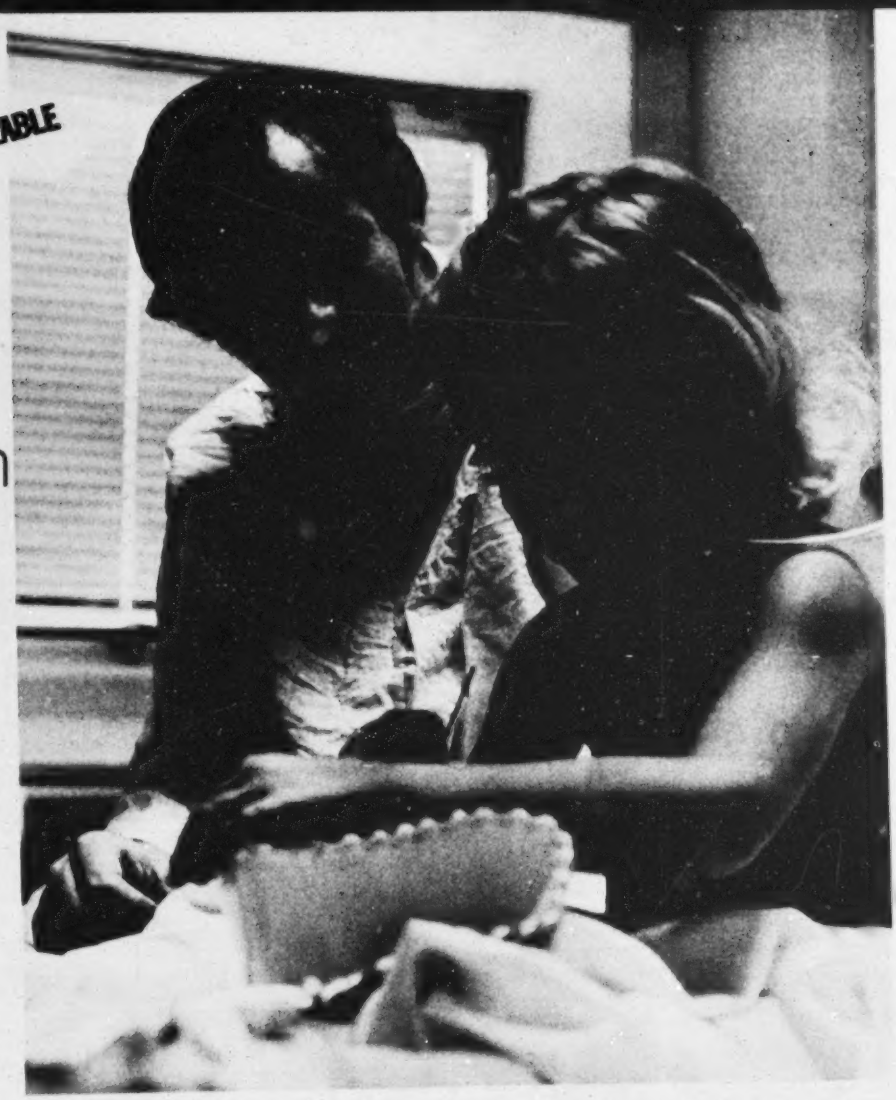
Total care means serving the full range of a young patient's non-medical needs. In addition to ten fully-accredited teachers present during the normal daily school hours, the staff includes several activities therapists—specialists in child development—who were recruited nationally to broaden the scope of evening and weekend activities at Mott. Betty Becker, long-time adult recreation planner for University Hospital, supervises the therapy program.

In addition to assisting in the schedule of concerts, parties, and competitions which have characterized life at Mott for some time, therapists meet regularly with the school's curriculum coordinators to develop total weekly programs, encompassing all patient waking hours. Currently, the department is testing the "theme" concept, arranging activities to fit changing topical ideas. One week, for example, was devoted to canning, cooking,



BEST COPY AVAILABLE

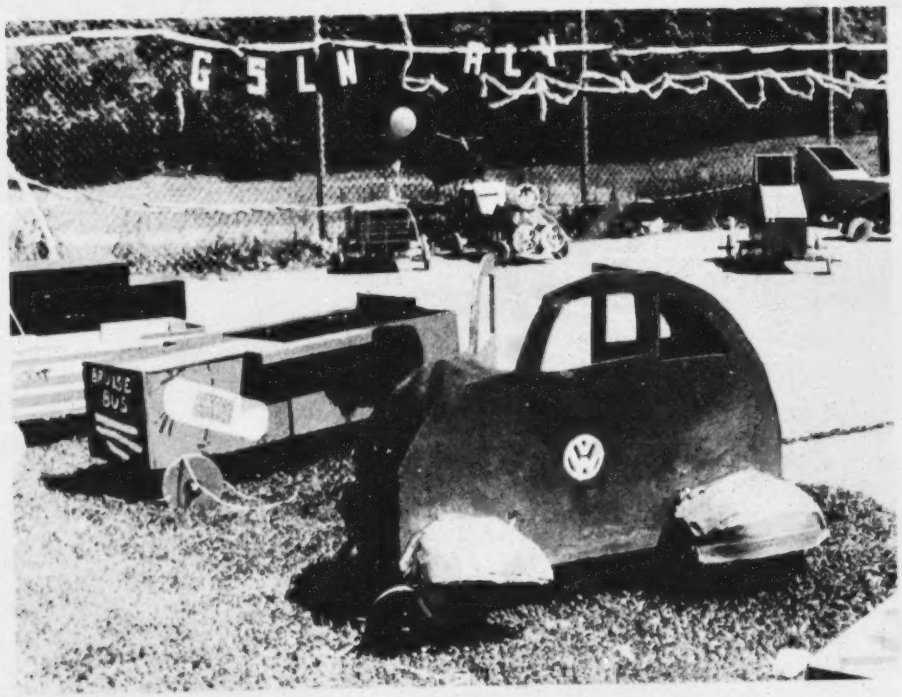
Youth Care Program



and crafts, in preparation for a "county fair," which displayed and sold patient-made goods. Another was "Bean Week." Youngsters were encouraged to identify and illustrate all the uses of beans—bean baking, bean growing, bean bags, bean necklaces, etc.

The key to the extended program's success, Lidgard feels, is productive use of evening and weekend time, when young patients might feel the absence of home and family most keenly. In another planned expansion, he says, "We hope to make better use of our Hospital Volunteers, who often have precisely those hours available." He anticipates increasing the School Activities Department's volunteer staff from its present 41 members to 75 or more.

The goal is happy kids—and it occasionally poses an extraordinary problem for the Hospital itself. "Many of our kids," says one teacher, "just don't want to leave."



BEST COPY AVAILABLE

"What are your plans for your next 52 years?"

The Evolution of Arrow, a Life/Career Planning Program for Undergraduate Women

by Janet Khan and Martha Price

Janet Khan is a counselor and student services coordinator at the Center for Continuing Education of Women at the University of Michigan. She received her Ph.D. in Counseling and Guidance from the University of Michigan in 1970. Dr. Khan has worked as an educator and counselor in Australia, the United Kingdom and the United States.

Martha Price is a counselor at the Center for Continuing Education of Women at the University of Michigan. She received her MSW from the University of Michigan in 1960 and has worked in a mental hospital and in the public schools. More recently she was associated with the University of Michigan's Educational Change Team as a consultant to groups of teachers concerned about staff development.

This paper examines the Arrow program (designed for undergraduate women) at four stages, showing how it has evolved and what programming techniques and evaluative procedures were used to enhance and assure its continued success.

Initial Outreach

"Arrow," a program for undergraduate women, grew out of an existing counseling program begun in 1964 at the University of Michigan's Center for Continuing Education of Women. The Center began based on a concern for adult women whose education or careers had been interrupted by marriage and family responsibilities. This experience in responding to the special needs of such women pointed to the need for earlier and longer term planning for today's undergraduate women.

A growing literature on the subject of women's career choice indicates that young women tend to make short-term plans, to choose careers from a very restricted range of socially-approved possibilities, and to express a desire for a career without making realistic plans for integrating the roles of worker, wife, and parent over their life span.[1] Information about the expanding opportunities in the world of education and work[2] also suggest the need to increase young women's awareness of the values of long-term planning.

[1]Fitzgerald, Laurine, "Women's Changing Expectations," *The Counseling Psycholgist*, 1973, Vol. IV, No. 1, pp. 90-94.

Jakubowski-Spector, Patricia, "Facilitating the Growth of Women Through Assertive Training," *The Counseling Psychologist*, 1973, Vol. IV, No. 1, pp. 75-86.

Vetter, Louise, "Career Counseling for Women," *The Counseling Psychologist*, 1973, Vol. IV, No. 1, pp. 54-66.

Matthews, Esther. *Counseling Girls and Women Over the Life Span*, National Vocational Guidance Assn., Monograph, 1972, pp. 9-44.

[2]Women's Bureau. *Careers for Women in the Seventies*, US Department of Labor, Employment Standards Administration, Washington DC, 1973.

Thus, the Center initiated a program of outreach to undergraduate women in the fall of 1972. It was called the Arrow program to signify personal control over the movement and direction of one's life. Its aim: to help young women explore new opportunities in education and employment, assess their choices, and make educational decisions with a view to long-term life planning.

The key to Arrow was and is the question, "What are your plans for your next 52 years?" The program was specifically designed for the woman whose consciousness has not been raised. However, we encountered undergraduates at every level of awareness with respect to women's concerns; as a result, the programs were focused to meet the different needs of each distinctly different group. The goal was to start at whatever level of awareness was encountered, to establish trusting relationships with the students, and to help them increase their consciousness about themselves as women. This goal necessitated designing a more diverse program and increasing the flexibility of the staff's own role in relation to each group.

Since 1972, we have developed a variety of programs and activities with a view to encouraging young women to plan ahead. Arrow has expanded their view of the possible and stimulated them to redefine, in personal terms, the many roles currently played by women. These programs have been planned and implemented with the close cooperation of residence hall personnel, academic advisers, faculty and students—key people in the success of such a program.

Stage 1: The Debut

The Center had long cherished the idea of working with undergraduate women. This desire was realized when staff time was made available for this purpose. The first tasks were to decide on a target population, to locate a group of women with which to work, and to design an appropriate program.

The target population was defined as those undergraduate women (preferably freshmen and sophomores) who were uninformed about women's issues. Since we sensed the target population to be potentially large but hard to locate, we decided to focus on a residence hall as a possible location. Here, at least, was a "captive" group of women.

BEST COPY AVAILABLE

The Arrow staff contacted an official in the student housing office who introduced us to a residence hall director known to be interested in women's issues and to have an energetic approach to programming. We met many times over the course of the summer to plan and discuss programs scheduled to begin that fall.

We also carefully researched the literature on the vocational development of women, women's career commitment, the psychological aspects of choice, the motive to avoid success, femininity, labor market trends, and basic information about women at the University. The program design was based on this reading and on consultation with residence hall personnel, academic advisors, and counselors.

The fall program consisted of two parts, an initial "warm up" and a follow-up group discussion series. The initial session consisted of live improvisations by skilled drama students, illustrating scenes of conflict in a young woman's life. The conflicts depicted manifestations of the motive to avoid success and decision-making in the areas of career, marriage and life-style. (The improvisions were later videotaped and the tape constitutes a valuable counseling tool.) These improvisions were followed by group discussions in which the actors participated. At the conclusion of the program, the participants were given the opportunity to sign up for a four-week discussion series.

The four-week group discussion series focused on current information about the role of women, the decision-making process in relation to choice of a major and a career, the multiple roles women play, and the implications of assuming personal responsibility for choice. The sessions were relatively informal. The two Arrow staff members presented the materials (see suggested readings in box) and guided group discussion.

The response to the program was mixed. An enthusiastic crowd showed up for the improvisational session whereas only seven or so women came to the follow-up sessions—and most of these were residence hall personnel already interested in women's issues. Although the target population proved elusive, enough interest in women's programs was generated among the residence hall personnel that an inter-hall women's committee was established, with a paid student coordinator provided by the university's student housing office. The primary goal for this committee was to design and implement programs that would relate to the needs of women in a majority of dormitories on campus. The Arrow staff continued to function with this planning group in a consultive capacity.

Suggested Readings for Group Discussions

Astin, Helen, "Factors Associated with the Participation of Women Doctorates in the Labor Force," *Personnel and Guidance Journal*, 1967, Vol. 46, No. 3, pp. 240-46.

Bernard, Jessie, *The Future of Marriage*, World Publishing, New York, 1972.

Broverman, I.K., et.al., "Sex-Role Stereotypes and Clinical Judgments of Mental Health," *Journal of Counseling and Clinical Psychology*, 1970, Vol. 34, No. 1, pp. 1-7.

Stage 2: The Departure

A second residence hall was contacted, but this time, Arrow perceived its function differently. Our goal was to function as catalysts—stimulating program activity—rather than as program implementers.

Initial contact was made with an undergraduate student who consulted with a resident adviser (R.A.) and confirmed that there were women in the hall who were interested in women's issues. The Arrow programmers then contacted the R.A. who arranged a meeting with hall residents identified as being interested in women's programs.

Three planning meetings were held. The first meeting established the fact that there was considerable interest in a women's program. Detailed exploration of the needs and interests of the women in the hall led to agreement on an exciting three-day workshop on the topic, "Women and Their Bodies." Subsequent meetings focused on working out details and identifying the required resources, panelists, group facilitators, physical arrangements, publicity, etc.

Arrow's role consisted of focusing the planning discussions, outlining the tasks to be done and scouring the campus for resource people. The leadership of the project was progressively assumed by the R.A., with our staff playing only an indirect role.

Specifically, the workshop offered participants four activities. First, a musical dramatic presentation highlighted the sex-role development of women from cradle to graduate school, and the inconsistencies and inequities that are part of that development. The play, enthusiastically received, was followed by small group discussions with separate groups for women and men. The second activity was a panel presentation of various facets

of women and their bodies—general medical information, pregnancy, V.D., contraception, abortion, medical resouces, etc.—and a discussion of the psychological and emotional aspects of interpersonal relationships. Third came a period of physical exercises and body movement, aimed at fostering an awareness of one's body, preceded by small group discussions led by skilled group facilitators. The groups focused on topics of special interest arising out of the panel presentations. The fourth activity was an evaluation and planning session for follow-up.

As a result of this workshop, subsequent programs were developed. The content for the follow-up sessions grew out of the needs and interests of the workshop participants. Weekly discussions focusing on themes of special interest to the group, e.g., lesbianism, various aspects of sexuality, rape, etc., were planned and implemented by the participants.

The response to the program was very positive. Nearly 100 women attended the sessions; some 30 women remained for the evaluation and planning meeting for future women's activities. These follow-up activities were implemented by the women who participated in the workshop.

Stage 3: The Disappointment

Contact with a third residence hall proved very disappointing—at least in the short term. Our goal, once again, was to serve as a catalyst, functioning much the same way as in the second stage.

The meeting with the resident director in this third hall was far from productive. It rapidly became evident that the residence hall personnel at the meeting had no clear idea of the purpose of the meeting and that they had some serious misconceptions about the functions of the Center. Furthermore, they felt threatened by the descriptions of some of the women's programs in which the Center had participated and generally felt that programming for women was a low priority item. Further probing of their perceived needs revealed that there was little interest in women's programs because the hall was experiencing severe racial tensions—thus, the immediate need was for programming in this area.

One positive result, however, was identification of a group of black women interested in working with the Center to develop a program for black women for the next academic year.

Stage 4: A New Development

As the Center's involvement with undergraduate women deepened, it became clear that the need for programs was great and that our staff resources (two women working part-time) were severely limited. Resolution of this dilemma involved a new Arrow development: training personnel to plan and implement their own programs.

Three undergraduate women came to the Center expressing concern about the lack of opportunity for incoming women students to ask questions about matters that impinge upon their lives as women at the University. They conceived, in broad outline, the idea of a special women's discussion group and prevailed upon the orientation office to provide an hour's time for it in the regular orientation schedule. They requested the assistance of the Center for two reasons—to assist in the implementation, and to provide an institutional "Umbrella" which would give them greater credibility in dealing with the orientation office.

There were two phases to the Center's involvement in this project. We first set out to assist in clarifying program goals. The Arrow staff initiated a thorough discussion of the goals, which pointed up the need to get more first-hand information about the perceived needs of freshman women students. We obtained this necessary information by interviewing freshwomen about their first year's experience at the University—what were their needs, concerns, adjustments, etc? What kinds of information could have facilitated their adjustment, etc? Next, we helped plan the content and the format for the orientation session. The content areas were drawn, in part, from our experiences with undergraduate women in general. Certain themes and common concerns, such as social success vs. academic achievement, and how to make friends with women were isolated to serve as the basis for the content of the one-hour discussion sessions.

Deciding on the format for these sessions was more difficult. There was general agreement that each session should be flexible enough to respond to the needs of the particular group and that the goal should be to achieve the greatest possible participation of those in attendance. But how to find out what the group was interested in? And, how to maximize participation?

It became clear that group leaders would need to acquire discussion skills if the above goal was to be implemented. So, we planned a series of training sessions to develop such skills as listening, giving feedback, getting a discussion started, fostering an accepting atmosphere in a group, etc. Role-playing some of the concerns (identified in the goal setting stage) provided each potential group leader with an opportunity to serve as a facilitator.

The second phase entailed sharing the implementation of the program. The optional orientation program consisted of a one-hour, open-ended discussion designed to raise questions about women's concerns and issues, e.g., what it's like to be a woman student, how to find women's resources on campus, etc. The goal was to facilitate the transition from high school girl to college woman. Since the specific content of each session was derived largely from the expressed interests of the women involved, it varied widely from session to session. Group techniques were used to draw out the content as quickly as possible. Techniques included the use of "whips" (completing sentences like, "Marriage can be . . ." "My body is . . . ," "Being a freshwoman is . . . "), asking group members to define an ideal woman and a man's view of an ideal woman, and presenting brief vignettes of male-female conflicts. The discussion leader then concentrated on fostering maximum participation of group members. Each group met only once. Four different groups were held each week for a seven week period. The Arrow staff served as group leaders two nights a week; the undergraduate women who originated the program led groups the other two nights.

Response to this program was highly positive. The initial group of undergraduates who conceived the program found the training sessions invaluable; the incoming freshwomen who participated in the one-hour group sessions evaluated the program very favorably; and, the university's orientation office is considering perma-

BEST COPY AVAILABLE

nently incorporating the special women's program into the regular orientation program.

Bases for Growth

The Center has always built self-evaluation into its programming. Thus, we are able not only to assess the relative success of programs, but can also develop ways to improve our role as programmers. The program evolution we have described illustrates a number of programming principles and issues.

Agency Support for a Program

We learned, for example, what kinds and degrees of support to expect for women's programs. The Center totally supported the concept of an outreach program to undergraduate women. We were encouraged to experiment and were supported when experiments went somewhat awry as in Stage 2—the subject matter (Women and Their Bodies) being a departure from career-life planning. We (the Arrow programmers) also discovered that the more clearly we defined our goals and presented our plans with assurance, the greater the degree of confidence expressed by the entire Center staff, and the greater freedom we had to determine the direction of our programs. Essentially, we learned that gaining the support of the agency when initiating a new program is an imperative. Further, the degree of support seems to be related to the trust the agency has in its programmers and the clarity with which the programmers define and justify their goals.

Making Use of Recognized Channels

Since the Center had a good working relationship with many key offices on campus, it was relatively easy to gain entry into the residence halls and the like. Seeking out the appropriate channels provided us with a legitimacy that facilitated the development of additional working relationships with other personnel within the university hierarchy.

These institutional contacts are essential at the outset of any new program. Much thought and planning time needs to be devoted to determining who are the key people and how to establish trust and cooperation with them.

Goal Clarification

As the program continues to develop, there has been a constant evaluation and modification of the goals of the Arrow program. The target population is still primarily the woman who has not begun to relate the realities of the changing woman's role to her own life. However, our experience in Stages 1 through 3 taught us the necessity of meeting each group of women where they are. The goal is now to help each group of women with whom we deal to move one step further toward self-awareness. This has implications for the content flexibility of program designs. This goal modification is reflected in the more flexible planning for Stage 4, the special orientation program. Also, in this latter case, the program objectives had already been defined by the group of undergraduate women who initiated the program. Arrow's help was solely one of implementing the program.

It also became evident that continuing evaluation of overall program goals, in light of experience and perceived needs, modifies and enriches the thrust of a program.

An additional broad goal has been added, that of training women to implement their own programs. It is conceivable that this will become the major thrust of the Arrow program. Stage 4 represents the first attempt to implement this goal.

Diagnostic Assessment

It became clear that a great deal of investigation and pre-planning was necessary before actually approaching a residence hall and offering assistance. In Stage 1, this pre-planning took the form of immersing ourselves in the literature about women and talking with university personnel to determine what they perceived as the needs of young women students and whether there was a need for a program like Arrow. In Stage 2, we knew in advance that there were students in the residence hall interested in women's programs, and the program gained momentum because there were skilled women who could implement it. In Stage 3, we assumed that because one R.A. was interested, all the students in that hall were interested and were as skilled in program planning and execution as were the women described in Stage 2. This proved to be a gross miscalculation; we learned to make a diagnostic assessment of a situation before plunging in.

Stage 4 represented a conscious effort to assess both the need for the program and the interest of the target population (by interviewing the freshman women students). Also, in this stage the potential program implementers and the Arrow staff realized the need for training sessions focused on group skill development. In Stage 4, the diagnostic assessment was achieved through the cooperation and involvement of the persons for whom the program

was designed—the incoming freshwomen students and the potential group leaders.

Involving the Target Group in Planning

The four stages illustrate an evolution of the extent to which we involved our target population in planning the programs. In Stage 1, the target population was not involved. We had the assistance of residence hall personnel, but not that of the women for whom the program was designed. This was due in part to the difficulty in locating a group of such women, and, in part to our need to get the program launched. Stage 2 represented our growing awareness of the need to involve students in the planning; the response to the program, in terms of attendance, reflects this involvement. Stage 3 was a prime example of lack of involvement, while Stage 4 represented a fully conscious effort to solicit the views of freshman women and to plan the training program in close cooperation with the potential group leaders (and also with an awareness of their needs). This assured the relevance of the program content and the usefulness of the skill-building sessions.

The Leadership Function

Arrow's leadership function in program planning evolved as our goals modified (and as we gained confidence in ourselves as programmers). When the goal was just to provide programs for undergraduate women (as in Stage 1), our tendency was to exercise direct leadership in all phases of the program planning and execution. As we began to involve others in the planning phases, it became necessary to modify our leadership style.

When the leadership function is shared, the question of when and how freely the "experts" should use their expertise becomes relevant. There appears to be no clear answer to this question; from our experience it depends on a number of factors.

One factor is the degree of expertise of the non-experts. Stage 2 is a good illustration of this. The women in the residence hall were skilled planners; once the program was designed, they needed no further assistance. We participated in the planning phase largely by helping to focus alternatives, indicate unmet needs and suggest resources. To this minor extent we assumed the leadership function.

Another factor is who initiates the program. In Stage 4 we were called in as "experts" to assist in an on-going program. The goals were already formulated by a group of undergraduate women students. This posed two dilemmas—determining the extent to which the goals were immutable and deciding how and when to use our expertise. Our approach was to adopt a low profile; we concentrated on building up a relationship of trust between "them" and "us" before expressing our opinions too forcefully. This required great patience but, in the long run, facilitated a sharing relationship. We used our skills first to build a good working relationship and then to influence the direction of the program.

The quality of the relationship among the planners is also an important factor. Stage 4 represented conscious effort to foster on atmosphere of trust and a frank exchange of views. The result was that each member assumed leadership when she had something specific to contribute. This made it acceptable for us to offer to conduct training sessions for the potential group leaders. We had the freedom to use our expertise in a very direct and open way because of the good working relationship between the members of the planning group. However, the overall direction of the program remained in the hands of the initial group of undergraduate women. It was still their project; we were willing collaborators and valued co-workers.

Sharing the leadership function required many elements: patience, forebearance, trust of one's fellow programmers, conscious attention to the dymanics of the programming group, and much pre-planning. However, these extra efforts proved fruitful. Once the atmosphere of trust and acceptance was established, the group members felt freer to express themselves frankly and genuinely appreciated the contributions of individual group members. This provided the "experts" with the maximum opportunity to use their special skills and abilities.

Summing Arrow's Success

The Center feels that Arrow's four evolutionary stages point to actual difficulties as well as successful techniques that one can expect to encounter in the development of a responsive program.

Our experiences with Arrow may prove helpful to other institutions embarking on programs for undergraduate women students. Our closing message is twofold: The program must be relevant to the *expressed* needs of the target population, and the planner's role and techniques become defined as a result of on-going assessments of the needs and skills of each population.

ERIC References

Barabas, Jean. *Women: Their Educational and Career Roles. An Annotated Bibliography of Selected ERIC References.* ERIC-IRCD Urban Disadvantaged Series, Number 31, August 1972. 71 pp. ED 067 423 (MF-$0.65; HC-$3.29)

Koontz, Elizabeth Duncan. *Plans for Widening Women's Educational Opportunities.* Department of Labor, Washington, D.C. Women's Bureau. March 1972. 14 pp. ED 067 990 (MF-$0.65; HC-$3.29)

Mattson, Judith, Ed. *CAPS Capsule. The Counselor and the Feminine Protest. Volume 4, Number 3.* Ann Arbor, Michigan, ERIC Clearinghouse on Counseling and Personnel Services, 1971. 28pp. ED 049 515 (MF-$0.65; HC-$3.29)

Sadker, Myra. *Needed–A More Supportive Environment for College Women.* 1970. 12pp. ED 067 585 (MF-$0.65; HC-$3.29)

Zanna, Mark P. *Intellectual Competition and the Female Student. Final Report.* Princeton University, NJ January 1973. 51 pp. ED 072 389 (MF-$0.65; HC-$3.29)

For further references see the Bibliography section at the back of this issue.

Surveyor

Two Surveys Probe Sex-Role Attitudes

The issue of sex roles—what is appropriate for one sex or another, what is expected of a person of a particular sex, or what is "natural"—is becoming one of increasing personal as well as publicly-espoused concern. It was this personal concern, this private effect on the lives of individuals that two recent surveys attempted to explore. At the same time, they tried to gauge the effect of the more visible and audible aspects of the Women's Liberation Movement on the attitudes and activities of men and woman today.

Although the survey probes were similar (a number of parallel questions were asked), the researchers were not entirely sure what results to expect because the two audiences surveyed—*Redbook* readers and *Psychology Today* readers—were believed to vary in their outlooks and lifestyles. In addition, the *Redbook* readers, being women with a "housewife" image, albeit a sophisticated one, were expected to skew the attitude curve toward the traditional, the profeminity end of the continuum. The *Psychology Today* readers were presumed better educated, more urbane and more liberal than most magazine readers. The researchers discovered some interesting discrepancies between anticipated and actual responses to the issue of sexual equality.

Psychology Today Survey

The results of the first survey, which appeared in the March, 1972 issue of *Psychology Today*, were prepared by Carol Tavris, then a senior editor for the publication; this survey formed the basis of her doctoral dissertation at the University of Michigan. The questionnaire entitled, "Woman and Man" drew more than 20,000 responses from members of both sexes.

Persons responding to this 109-item questionnaire can by no means be called representative of the American public. *Psychology Today* survey respondents included a high percentage of women (72%) and many women's liberationists; including radical feminists, members of NOW (National Organization for Women),

(**Editor's note:** This and similar research on sex roles is being explored by Elizabeth Douvan, Toby Epstein Jayaratne, Carol Tavris, and Graham Staines as part of the new Family and Sex Roles Program through the Survey Research Center at the Institute for Social Research, The University of Michigan, Ann Arbor, Michigan.)

women in consciousness-raising groups, and members of professional groups such as lawyers and doctors. In general, respondents of both sexes tended to be younger, better educated, higher salaried, and more liberal in politics and attitudes than the general public.

The questionnaire contained items on the individuals' family backgrounds; experiences and satisfaction with work, sex, and marriage; and beliefs about the nature and origin of sexual differences. It included additional questions for women about sexual, intellectual, and professional encounters with discrimination as well as the effects of the women's movement on their attitudes toward men, women, and work. In general, the questions were designed to explore the following broad issues: 1) the beliefs and experiences that affect a person's support of, or opposition to the women's movement; 2) the differing meanings of the women's movement for women and men; 3) the respondents' views of the accuracy of the media's portrayal of the movement and the movement's assessment of non-members; and 4) the factors that distinguish women who are active in the movement from those who are not.

The results showed consistent and significant differences between men, women who belong to women's groups, and women who do not belong to groups. Men were found to lag far behind women's group members on women's liberation issues.

Women whose marriage styles were neither egalitarian nor traditional were more likely to support the Women's Liberation Movement and to report unhappy marriages than any other category of women in this study. One possible explanation for this finding is that these women include a number of career women married to traditional men.

In measuring support of WLM, women and men were compared on the basis of whether they were married, divorced, cohabitating, or single. For the women, in

all categories except for single, 64% favored the movement. The single category showed the least support (54%). For males, divorced men showed 83% support, cohabitating men 76%, and married as well as single men 64%. This contrasted with the women in the *Redbook* study in which 66% of the married women, 79% of the single women, 59% of the remarried women, and 93% of the divorced women support the WLM. The researchers were deeply impressed by the support for WLM by the *Redbook* readers.

The *Psychology Today* readers were given individual characteristics (as were *Redbook* readers) and asked to indicate whether these characterized men or women. The majority of both sexes believed that most of these characteristics occur as a result of social learning rather than biological determination. The traits designated as typically male were aggressiveness, independence, objectivity and math reasoning. Those said to be typically female were nurtuance, empathy, monogamy, and emotionality. The minority of the respondents who did attribute these traits to a biological origin were individuals more likely to oppose WLM and changes in women's roles. This contrasts with the responses of the women in the *Redbook* study, 46% of whom believed that nurturance, empathy and intuition are more common in women for biological reasons.

There was unanimous agreement in both studies that women are discriminated against at work and that they should be treated equally in hiring, pay, and promotions. Over a third (37%) of the men and almost half of the women stated that the most effective way to fight discrimination is for women to work individually to prove their abilities and to educate men. About half (48%) of the *Redbook* respondents agreed that women should work individually and educate men. Yet in the *Psychology Today* sample, 49% of the men but only 44% of the women believed that the best way for women to overcome discrimination would be to work alongside men in organized groups. Only 32% of the *Redbook* respondents favored this latter view.

Redbook Survey

In April, 1972 a questionnaire concerning the liberation of women in American society appeared in *Redbook Magazine*. The survey "How Do You Feel About Being a Woman?" was designed by Carol Tavris and Toby Epstein Jayaratne, a research associate at the Institute for Social Research in Ann Arbor, Michigan. It was designed to ascertain women's attitudes about their role in relation to their personal lives and society, including their experiences as wives, mothers, workers, and sexual beings. The questions dealt with women's feelings toward marriage, sex, discrimination, pregnancy, childbirth, children, and men. Many of the questions were similar to those in *The Psychology Today* survey.

More than 120,000 women completed and returned the six-page survey. The authors do not claim that this group typifies the average American woman, but they do state that the respondents, a majority of them under 30, married, and with children, represent the thinking of a wide spectrum of young women. The respondents' profiles show that they tend to be political moderates, to acknowledge a religious affiliation, and to have chosen the conventional life-style of marriage and motherhood. These women are not considered radicals or feminists, yet they did express attitudes that were remarkably sympathetic to expanding women's horizons and opportunities.

These women appear to be very aware of their role in society and the options that are normally open (or closed) to them. They believed overwhelmingly, as did the *Psychology Today* respondents, that women are "second-class citizens." Three out of four in the *Redbook* sample agreed that communications media "degrade" women by portraying them as sex objects or mindless dolls." More than nine out of ten are aware that women earn less than men for performing the same job; 94% oppose the argument that women deserve less pay than men because they are less reliable workers. Only one out of ten senses no real discrimination against women. Yet, as we saw earlier, their methods of handling this discrimination were far more individualistic than the methods preferred by the *Psychology Today* respondents. The *Redbook* readers' opposition to discrimination was generally based on feelings of having been treated unfairly by virtue of sex rather than because of sexual or marital unhappiness or dislike of children.

One interesting aspect of the *Redbook* study was women's attitudes toward childbirth and family planning. Of all married women who had children, 29% said that none were planned in contrast to 52% of the divorced women whose children were unplanned. Also 17% of married women conceived their first child before marriage compared to 29% of the divorced women, suggesting a relationship between early and/or unplanned chilbirth and subsequent marital disharmony.

The opinions and experiences these women reported contrasted sharply with views that were popular during their mothers' generation. The post World War II period was one that idealized motherhood and homey virtues. Only 2% of the *Redbook* respondents, however, felt that women can best develop their potential by *only* being good wives and mothers. They preferred self-development through work that was satisfying to them as individuals. In regard to the effects of the Women's Liberation Movement, 6 out of 10 felt that WLM would definitely improve their daughters' lives and give them more opportunities.

The Queen Bees

An interesting sidelight brought out by the *Redbook* and *Psychology Today* surveys was the emergence of conservative views toward sex role revisions and WLM by many seemingly liberated women—those who were both professional and social successes. The researchers found a variety of reasons for such opposition. Some antifeminists (of either sex) tended to be politically conservative, religiously oriented, less educated or older—they possessed characteristics common to people who often oppose certain forms of social change. This was the generally conservative nature of the opposition of many women (in both studies) to the women's movement. However, the researchers also found among the antifeminists women who represent the "Queen Bee Syndrome." This second form of opposition to the women's movement was found primarily in female *Psychology Today* responses.

Graham Staines, Carol Tavris and Toby Epstein Jayaratne describe this syndrome in the January, 1974 issue of *Psychology Today*. The authors believe that the Queen Bees—whose measures of success include high-status jobs and salaries, recognized professional success, popularity with men or successful marriages, or other forms of social success—are countermilitant to the women's movement for reasons of self-interest.

The Queen Bee, having succeeded as an individual, tends to reject the feminist assumption that women's problems result from external factors in society which limit their ambitions and opportunities. Such women believe that if a women is not successful it is her own fault. These countermilitant women are said to prefer the individual explanation for success because it enhances their own self-esteem. They were thought likely to favor individual rather than group strategies.

The two questions from the survey that reflected this syndrome were, "What is the most effective way for women to overcome discrimination? and, "How can women best achieve full self-development? The individualistic approach requires collaboration with and concession to those in power. The authors hypothesized that as the woman's movement gains acceptance, more women will probably want to associate themselves with it, and the Queen Bee syndrome will fade. However, the authors feel it is also possible that other antifeminist factions will join forces with the Queen Bees against the women's rights effort. The flight of the Queen Bees might take either direction.

Bazaar

JOURNALS & NEWSLETTERS

Journal of Homosexuality
(Call for Papers)
Charles Silverstein, Editor
Institute for Human Identity
490 West End Avenue
New York, NY 10024

Interdisciplinary in scope, it is intended to aid professionals in psychology, clinical social work, psychiatry, school counseling, education, criminology, sociology and anthropology. Manuscripts to be considered for publication should deal with the practical significance of homosexuality in a variety of settings, such as those mentioned above. Manuscripts should be 10-20 pp. in length and must conform to APA *Publication Manual* (1971 Revision) guidelines; send in duplicate with self-addressed, stamped envelope.

Research Action Notes
NIIE
Suite 918, 1156 15th Street N.W.
Washington, DC 20036

A publication of the Resource Center on Sex Roles in Education aimed at stimulating the work of individuals and groups who are working to eliminate sex role stereotyping in elementary and secondary schools. The Resource Center is a project of the National Institute for the Improvement of Education.

SWAP
Box 1048
Adler Center
Champaign, IL 61820
Free
Published several times a year, this bulletin is just what its names implies: a forum for public school teachers to exchange ideas on teaching techniques, curriculum, language development, and types of classroom behaviors.

REPORTS

Alert: A Sourcebook of Elementary Curricula, Programs and Projects
This scurcebook is a convenient guide to a selected sample of innovative curricula, personnel training programs, model projects, and resources, in elementary education. It deals with all essential subjects, as well as areas of elementary education that have recently come to the fore, and traditional subjects previously neglected. 1972. 493pp. HE 5.2: E1 2/8 S/N 1780-01072 $5.75.

Bilingual Schooling in The United States
This monograph includes a history of bilingual schooling, both in the United States and other parts of the world; alternative concepts of bilingual schooling; sample curriculum models; implications for education and society; and an outline of needs for action and research. This study gives information, guidance, and direction to those interested in developing programs that may be eligible for support through the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. This publication is issued in two volumes and sold in sets only. 1970. 620pp. il. HE 5.2:B 49/vol. 1 & 2 S/N 1780-00703 $6.00 per set.

The Excluded Student, Report III, Educational Practices Affecting Mexican-Americans in the Southwest
A report of the US Commission on Civil Rights examining the way the educational system deals with the unique linguistic and cultural background of the Mexican-American student. 1972. 86pp. il. CR 1.2:M 57/3/pt.3 S/N 0500-00074 75¢.

Expanding Opportunities . . . Women in the Federal Government
This booklet presents a concise history of women in the federal government service from the middle of the 19th century. It illustrates the role of present day college-educated women in various professional fields of government, including science and engineering, medicine, nursing, library science, and law. 1973. 15pp. il. CS 1.2:W 84/6 S/N 0600-00689 40¢.

Head Start Project Series:
Recruitment and Selection for a Child Development Center
Reprinted 1973. 28 pp. il. HE 21.212:1 A S/N 1972-00009 55¢
Dental Services: A Guide for Dental Health Personnel
Reprinted 1973. 36 pp. il. HE 21.212:2 A S/N 1972-00007 55¢
Evaluation Performance and Progress
Reprinted 1973. 26 pp. il. HE21.212:1 B S/N 1972-00005 55¢
Planning And Progression For a Child Development Center
Reprinted 1973. 36 pp. il. HE 21.212:1 C S/N 1972-00006 55¢
Health Services: A Guide for Project Directors and Health Personnel
Reprinted 1973. 73 pp. il. HE 21.212:2 S/N 1972-00008 75¢
This series of publications explains how Head Start Child Development Centers can contribute to building a child's self-confidence while learning. The booklets also provide valuable tips to parents about the many phases of Head Start programs.

The Sharing of Land and Resources in America
Peter Barnes
The New Republic
1244 19th St. NW,
Washington, D.C. 20036
64 pp. $1.00 per copy (Reduced rates for groups)
A six part series on the distribution of land and wealth in America.

Toward Equal Educational Opportunity
The report of the Senate Select Committee on Equal Educational Opportunitiy, pursuant to S. Res. 359, February 19, 1970, a resolution authorizing a study of the effectiveness of existing laws in assuring equality of educational opportunity and subsequent resolutions authorizing expenditures of the Select Committee on Equal Educational Opportunity together with additional individual, and minority views. 1972. 440pp. il. Y 4.Eq 2:Eq 2/2 S/N 5270-01686 $2.75.

Trio, Talent Search, Upward Bound Special Services
There are several U.S. Office of Education programs to aid persons seeking a college or other postsecondary education. This pamphlet describes each of these programs, how they work and eligibility requirements. It also gives information about student financial aid. 1972. 8pp. HE 5.237:37101 S/N 1780-01022 20¢

Order the above documents from
Public Documents Distribution Center
5801 Tabor Avenue
Philadelphia, PA 19120
(Make checks payable to Supt. of Documents)

RESOURCES

Black Child Development Institute
1028 Connecticut Avenue, N.W.
Washington, DC 20036
Clearinghouse for information on day care resources.

Bob & Caren & Ted & Janice
Datafilms
2625 Temple Street
Los Angeles, CA 90026
16mm, 25 minutes, Rental $15/Week; Purchase $295
A new vocational film released by Parthenon Pictures aimed at students in grades 7-10 to provide them with exposure to the vocational side of career choice.

Cricket
Robert J. Willmot
Open Court Publishing Company
Box 599
LaSalle, IL 61301
Sample copy available
A monthly magazine for children ages 6 to 10 featuring contributions from well-known children's authors.

Decision and Outcomes
College Entrance Examination Board
888 Seventh Avenue
New York, NY 10019
Student Booklet $2.50; Leader's Guide $3.00
Reduced rates available for groups
This program helps the individual to clarify and explore personal values; set and pursue short and long range goals; evaluate and use information; learn about risk-taking behavior; and develop effective plans for deciding. The leader's guide outlines the theory underlying the decision-making process and provides detailed instructions on how to conduct effective group sessions. The program may be useful in the regular academic curriculum, special group guidance activities, orientation programs, career education courses, community agency programs, and other non-school or college groups.

Developing Training Support Systems for Home Day Care
Virginia Plunkett
Colorado Dept. of Education
State Office Building
201 East Colfax
Denver, CO 80203
Free while copies last
Guidelines for organizing a training program for home day care mothers. Contains a detailed description of the Denver training program, covering everything from high temperatures to community facilities. The bib-

liography lists most of the standard publications and films in the field.

Environments for the Physically Handicapped
ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Free
A short but fascinating review of the literature related to environment and the physically handicapped. References are cited with a brief summation of the contents of each along with ordering information (almost everything listed is available in either hardcover or microfiche).

Going Right On
Carl E. Drummond
Publications Order Office
College Entrance Examination Board
Box 592
Princeton, NJ 08540
Free
A new pocket-size booklet conceived and written to help minority students plan education after high school.

Grokking the Future: Science Fiction in the Classroom
Hollister and Thompson
Pflaum/Standard
2285 Arbor Blvd.
Dayton, OH 45439
168 pp.; paperback: $4.50
For science fiction buffs—this guide written by teachers provides ideas for using science fiction literature to teach high school units in ecology, population, man vs. machine, the auto, social control, prejudice, the generations, and the future.

How to Pay for Your Health Career Education: A Guide for Minority Students
Information Office
Bureau of Health Resources Development
Room 5B63
NIH Building 31
Bethesda, MD 20014
(DHEW Publication No. (HRA) 74-8)
Minority students should not shun health careers because of intimidating financial costs according to this HEW guide which provides information on admission requirements, average costs of various health careers, an explanation of federal student aid programs and private sources of financial aid.

How to Visit College
APGA
1607 New Hampshire Avenue, N.W.,
Washington, DC 20009
32pp., 25¢
During the spring and summer many students will be visiting colleges. Some of the family vacations will be used for this purpose. This guide is intended to help students and parents prepare for such visits.

Johnny Horizon '76 Children's Kit
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
1972, Order No. 925A, Free
Contains things children can do to help preserve the environment plus a pledge card, bike sticker, and litter bag.

"Let's See"
Public Information Division
American Optometric Association
7000 Chippewa Street
St. Louis, MO 63119
50¢ (quantity prices available)
A cow in the living room? A camel in the kitchen? These are some of the silly choices offered to 5 and 7 year olds in this lighthearted booklet intended to give children practice in the different types of perception they need in order to read. Includes directions for adapting the exercises to younger or older children.

Making Sense of Our Lives
Merrill Harmin
Argus Communications
7440 Natchez Avenue
Niles, IL 60648
($10.00 per unit or all three for $25.00)
A series of three units of values education ideas. Each unit contains enough ideas for eight values classes on topics such as peer group pressure, expressing emotion, caring relationships, cheating, obedience, death, the role of women, and more.

National Council on Year-Round-Education
Virginia Polytechnic Institute and State University
103 Lane Hall
Blacksburg, VA 24061
Provides school systems considering going to a full-year schedule with helpful information such as feasibility studies, pilot programs, speakers and news of legislative activities on year-round-education.

Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report
Youth Development Research Program of the
American Institute for Research
P.O. Box 1113
Palo Alto, CA 94302
$2.90
(add 5% sales tax in California)
Four years of research and development activities aimed at individualizing career guidance and counseling are summarized in this publication. It serves as a manual for helping school personnel improve their skills in planning, implementing, and evaluating guidance and counseling programs. It is organized according to the phases of a recommended program planning process. The reader who wants to improve his understanding of this process is encouraged to use each chapter's behavioral objectives as reading guides and for self-testing. The final chapter contains product and process objectives, outlining steps program planners should consider if they choose to apply this recommended planning process. Field tests of career guidance program in which the process was applied are described throughout the document.

Psychology Teacher's Resource Book: First Course
American Psychological Association
1200 Seventeenth Street, N.W.
Washington, DC 20036
180 pp. paperback; $3.00
A collection of ideas and resources for teaching psychology in high school.

State Departments of Education, State Boards of Education, and Chief State School Officers
DHEW (OE) 73-07400
$2.85
Superintendent of Documents
US Government Printing Office
Washington, DC 20402
A sourcebook of state data.

Tool Catalog: Techniques and Strategies for Successful Action Programs
American Association of University Women
2401 Virginia Avenue N.W.
Washington, DC 20037
$5.95
Describes 59 different "action tools" such as how to write your legislator, how to conduct a letter-writing campaign, how to influence public hearings, how to get speakers and how to handle media relations.

Toward Becoming a Person
Teleketics
1229 S. Santee
Los Angeles, CA 90015
$7.95
A "rigged" game in which the blue (male) team invariably wins over the pink (female) team. Produced by the Franciscan Communication Center as part of their Woman multi-media kit, this learning game simulates the experience of sex-role stereotyping.

Understanding Underachievement
David Zuckerman
Center for Alternative Education
650 Beacon Street
Boston, MA 02215
Free
A six-page background paper that describes, in some detail, the approaches used by an innovative school in its treatment program. Directed to counselors and teachers who are regularly required to relate to students who dislike formal education and prove their disenchantment by refusing to participate in the learning process.

A Useful List of Classroom Items That Can Be Scrounged or Purchased
Early Childhood Education Study
55 Chapel Street
Newton, MA 02160
Offers suggested contacts and sources for "throwaways" from such diverse sources as utility companies, paper companies and construction sites.

BOOKS

Are You Listening To Your Child?
Arthur Kraft, Ph.D.
Walker, $7.95
An informal account of the success of "play sessions" between parent and child. Should be helpful to parents of difficult children. The author points out that parents get little help in childrearing and hopes this book will encourage qualified clinical or school psychologists to initiate parent-as-psychotherapist programs.

Counseling and Values: A Philosophical Examination
James A. Peterson, University of Vermont, 1970
Intext Educational Publishers/College Division
257 Park Avenue South
New York, NY 10010
272 pp. $4.95 (paper)
Deals with a topic of increasing importance—values. Professor Peterson discusses the various ways values come into play within the counseling process.

A Childhood for Every Child: The Politics of Parenthood
Mark Gerzon
Outerbridge (Dutton, dist.), $6.95
Mark Gerzon believes that children are "the most defenseless group in our society." In his view the child-as-consumer has replaced the child-as-laborer problem. In supporting his indictment he notes that it is our society which has accepted childbirth at the doctor's convenience, the brainwashing involved in children's TV programs, teaching by computer ("an apprenticeship to gadgetry") and other social phenomena inimical to the child, who increasingly suffers the lack of a true childhood.

Children's Freedom: A.S. Neill and the Evolution of the Summerhill Idea
Ray Hemmings
Schocken Bocks, $6.95
British author Hemmings, once a teacher at Summerhill, the famous "anti-school," presents a full-scale objective overview of the school's origins, growth, problems, successes and shortcomings and an analysis of the "Summerhill idea" in terms of the impact on Neill's view of Montessori, Freud and others.

A Different Drum
Constance Carpenter Cameron
Prentice-Hall, $6.95
Here is an exciting, moving account of how unresponsive and inarticulate children can be taught and can achieve a life approaching normalcy.

The Growth and Development of Mothers
Angela Barron McBride
Harper & Row, $6.95
The concept of motherhood as the "ultimate fulfillment" for women, to this author, places an intolerable burden on female parents. McBride is not condemning motherhood, but exploring the gap between expectation and reality in our society. Advice is included on coping with unmaternal feelings and some constructive criticism about a mother's role.

Liberated Parents/Liberated Children
Adele Baber and Elaine Mazlish
Grossett & Dunlap, $6.95
A fitting memorial to the late Dr. Haim Ginott written by two of his student mothers about the changes his teachings have wrought in several households. Contains many glimpses of the gratifying results achieved through Dr. Ginott's method of helping parents bring up their children primarily through a change in attitudes.

The New Intimacy: Open-Ended Marriage and Alternative Life Styles
Ronald Mazur
Beacon, $8.95
Beginning where the O'Neills' "Open Marriage" left off, Mazur argues idealistically for "OEM" as the hope for the future of marriage.

Nontraditional Careers for Women
Sarah Splaver
Simon & Schuster Inc., Julian Messner Division
New York 10018
1973. 224pp. $5.95
This book examines the working ways of women, shows that most working-world qualifications are "sexless," seeks to eradicate stereotyped thinking about "weaker sex" employment, and discusses new, expanding opportunities for women in over 500 nontraditional occupations.

The School Book: For People Who Want to Know What All the Hollering Is About
Neil Postman & Charles Weingartner
Delacorte, $7.95
This book is intended to be helpful to parents seeking guidance in evaluating schools, defining what education should be, and, as the authors say "what to do about a bad" school.

The Search for Self-respect
Maxwell Maltz, M.D.
Grosset, $6.95
Here Dr. Maltz develops his conviction, which he says grew while lecturing around the country and talking to people, that self-respect is the key to living a full and satisfying life.

Serious Games
Clark C. Abt
Viking, 176 pp.
The art and science of games that simulate life—in industry, government, education, personal relations.

Sex and Birth Control: A Guide for the Young
E. James Lieberman, M.D., and Ellen Peck
Crowell, $5.95
The information in this book covers familiar ground, but the book, for all its practicality, is no sex manual. Rather, it is a frank, lucid discussion of teenage sex and its problems in up-to-date, nonjudgmental terms.

Sexism in School and Society
Nancy Frazier and Myra Sadker
Harper and Row Publishers
215 pp. $2.95
Filled with documentation of the impact of sexism on children and the process by which schools participate in this process. Sex bias is discussed as the hidden curriculum of the elementary school.

The Simple Life
Friends General Conference
1520 Race
Philadelphia, PA 19102
$1.25
Quaker essays on attaining the joy of unencumbered living.

Social Work: The Unloved Profession
Willard C. Richan and Allan R. Mendelsohn
New Viewpoints (Quadrangle),
$8.95; paperback $2.95
This book dealing with the problems connected with social work stresses the need for revolutionary reforms and offers some solutions.

Switchboard
c/o John Drummer
The Family Tree
1701½ E. Third St.
Dayton, OH
Price: $6.00
A "How To" guide for setting up and running a community switchboard service. Includes methods of incorporation, staff training, funding, etc.

Unlearning the Lie—Sexism in School
Barbara Grizzuti Harrison
Liveright, $6.95
This very specific book provides a blueprint for feminists who want to provide a nonsexist education for their children.

Values in Sexuality: A New Approach To Sex Education
Eleanor S. Morrison & Mila Underhill Price
Hart Publishing Company, Inc.
256 pp. hardcover $7.50 paper $4.95
A handbook of learning exercises for parents, teachers and guidance counselors containing learning exercises to aid students in examining what they really feel about sexual issues.

We, The Lonely People: In Order to Form a More Perfect Community
Ralph Keyes
Harper & Row, $6.95
In a dehumanized and mobile society, "how can we overcome our ambivalence and say 'I need you'?" The author examines what he considers to be some feeble efforts in this direction: encounter groups, young people haunting shopping centers, communes, "bumper sticker conversation" and "laundro-mating."

What Do You Do With Them Now That You've Got Them? (Transactional Analysis For Moms and Dads)
Muriel James
Addison-Wesley Publishing Company
Reading, MA 01867
156 pp. $5.95
A friendly, humorous approach that shows parents how to turn their children's bad feelings (and their own) into pleasant ones using the popular theories of transactional analysis.

Women in Prison
Kathryn Watterson Burkhart
Doubleday. $10.00
A seething report about our penal system as it affects women. Readers are advised to be critical of the bias evident in this book despite its wealth of quantitative analysis.

MISCELLANEOUS

Do-It-Yourself Textbooks
Selected Academic Readings
1 West 39th Street
New York, NY 10018
If you can't find a textbook that suits you, make your own! A catalog of readings with details on how to make your own textbook is now available from SAR, a division of Simon and Schuster.

Bibliography

Achieving Total Outreach Potential

APGA Reprint Series #5. *Paraprofessionals in Counseling, Guidance, and Personnel Services*, ed. by D. Zimpfer (1974) In press.

Chickering, A. *Education and Identity*. Jossey-Bass, San Francisco, 1971.

Drum, D. and Figler, H. *Outreach In Counseling*. Intext, New York, 1973.

Guerney, B., Stollak, G., and Guerney, L., "A Format for A New Mode of Psychological Practice: Or How to Escape A Zombie," *The Counseling Psychologist*, 1970, 2 (2), pp. 97-104.

Ivey, A., "The Association for Human Development: A Revitalized APGA," *Personnel and Guidance Journal*, 1970, 48 (7), pp. 527-532.

Ivey, A., and Alschuler, A., "Psychological Education Is . . .," "Internalization: The Outcome of Psychological Education," and "Getting into Psychological Education," all in *Personnel and Guidance Journal*, May, 1973.

Southworth, J.A. and Slovin, T. "Outreach Programming: Campus Community Psychology in Action," in *New Direc-*

tions for College Counselors, ed. by C. Warnath, Jossey-Bass, San Francisco, 1971.
Warnath, C. *Counseling Centers Survey*. Corvallis, Oregon (Oregon State University), March, 1972.

Limits to Growth: A Challenge to Higher Education

Growth:

Committee on Resources and Man, N.A.S./National Research Council, *Resources and Man*. W.H. Freeman & Co.: San Francisco, 1969.
Commoner, Barry. "Economic Growth and Ecology—A Biologist's View," *Monthly Labor Review*, November 1971.
Daly, Herman (Ed.). *Toward a Steady State Economy*. W. Freeman Press: San Francisco, 1973.
Forrester, Jay. *World Dynamics*. Wright-Allen Press: Cambridge, Mass., 1971.
Goldsmith, et al. "A Blueprint for Survival," *The Ecologist*, II, 1, January 1972.
Heller, Walter W. "Economic Growth and Ecology—An Economist's View," *Monthly Labor Review*, November 1971.
Meadows, D.H., et al. *The Limits to Growth*. Universe Books: New York, 1972.
Meadows, D.L., and D.H. Meadows (Eds.). *Toward Global Equilibrium: Collected Papers*, Wright-Allen Press: Cambridge, Mass., 1973.
Mishan, E.J. "On Making the Future Safe for Mankind," *The Public Interest*, Summer 1971.
Murray, Bertram G., Jr. "What the Ecologists Can Teach the Economists," *New York Times Magazine*, December 10, 1972.

Consciousness:

Castaneda, Carlos. *The Teachings of Don Juan*. Ballantine Books: New York, New York, 1968.
Castaneda, Carlos. *A Separate Reality*. Pocket Books: New York, 1972.
Hardin, Garrett. *Exploring New Ethics for Survival*. Viking Press: New York, 1972.
Heinlein, Robert A. *Stranger in a Strange Land*. Berkley Medallion Books: New York, 1968.
Hunter, Robert. *The Storming of the Mind*. Anchor Books: Garden City, New York, 1972.
Laing, R.D. *The Politics of Experience*. Ballatine Books: New York, 1967.
Leiss, William. *The Domination of Nature*. George Braziller, Inc.: New York, 1972.
Lilly, John C. *The Center of the Cyclone*. Julian Press: New York, 1972.
Neihardt, John G. *Black Elk Speaks*. Pocket Books: New York, 1972.
Reich, Charles. *The Greening of America*. Bantam Books: New York, 1970.
Watts, Alan W. *Pschotherapy East & West*. Ballantine Books: New York, 1971.
Weil, Andrew. *The Natural Mind*. Houghton Mifflin Co.: Boston, 1972.

Education:

Allen, James E., Jr. "Education for Survival," *American Education*, VI, March 2, 1970.
Bruner, Jerome S. *The Process of Education*. Harvard University Press: Cambridge, Mass., 1960.
Bateson, Gregory. *Steps to an Ecology of Mind*. Ballantine Books: New York, 1972.
Educational Policy Research Center. "Alternative Futures and Educational Policy"; Stanford Research Institute: Menlo Park, Cal., 1970.
Illich, Ivan. *Deschooling Society*. Harper & Row: New York, 1971.
Kuhn, Thomas S. *The Structure of Scientific Revolutions*.
Michael, Donald M. *The Unprepared Society*. Basic Books: New York, 1971.
Schon, Donald A. *Beyond the Stable State*. Random House: New York, 1971.
Terry Mark. *Teaching for Survival*. Ballantine Books: New York, 1971.

General:

Commoner, Barry. *The Closing Circle*. Alfred A. Knopf: New York, 1971.
Disch, Robert. *The Ecological Conscience*. Prentice-Hall: Englewood Cliffs, N.J., 1971.
Ehrlich & Ehrlich. *Population, Resources, Environment*. W.H. Freeman & Co.: San Francisco, 1970.
Falk, Richard A. *This Endangered Planet*. Random House: New York, 1971.
McHarg, Ian L. *Design with Nature*. Doubleday/Natural History Press: New York, 1971.
Shepard & McKinley. *The Subversive Science*. Houghton Mifflin: New York, 1969.

A Practical Model for Motivation

Alschuler, A.S., Tabor, D., and McIntyre, J. *Teaching Achievement Motivation*. Middletown: Education Ventures, Inc., 1971.
Becker, W., Engelmann, S., and Thomas, D.R. *Teaching A Course in Applied Psychology*. Chicago: Science Research Associates, Inc., 1971.
Biehler, R.F. *Psychology Applied to Teaching*. Boston: Houghton Mifflin Co., 1971.
Bijou, S.W. "What Psychology Has to Offer Education—Now," *Journal of Applied Behavior Analysis*, Vol. 3, September, 1970.
Bindra, D. *Motivation: A Systematic Reinterpretation*. New York: Ronald Press Co., 1959.
Bolles, R.C. *Theory of Motivation*, New York: Harper & Row, 1967.
Brown, G.I. *Human Teaching for Human Learning*. New York: Holt, Rinehart and Winston, Inc., 1971.
Bushell, D. *Classroom Behavior*. Englewood Cliffs: Prentice-Hall, Inc. 1973.
Cofer, C.N. *Motivation and Emotion*. Glenview: Scott, Foresman and Co., 1972.
Combs, A., Avila, D., and Purkey, W. *Helping Relationships*. Boston: Allyn and Bacon, Inc., 1971.
Gibb, J.R. "Defensive Communication," *The Journal of Communication*, Vol. II, No. 3, (September, 1971), pp. 141-148.
Glasser, W. *Schools without Failure*. New York: Harper & Row, 1969.
Glasser, W. *The Identity Society*. New York: Harper & Row, 1972.
Gordon, A.K. *Games for Growth*. Chicago: Science Research Associates, Inc., 1970.
Gordon, T. *Parent Effectiveness Training*. New York: Peter H. Wyden, Inc., 1970.
Greer, M. and Rubinstein, B. *Will the Real Teacher Please Stand Up*. Pacific Palisades: Good Year Publishing Co., 1972.
Harris, T.A. *I'm OK–You're OK: A Practical Guide to Transactional Analysis*. New York: Harper & Row, 1969.
James, M. and Jorgword, D. *Born to Win*. Menlo Park: Addison-Wesley Publishing Co., 1971.
Kounin, J.S. *Discipline and Group Management in Classrooms*. New York: Holt, Rinehart, and Winston, Inc., 1970.
Lesser, G.S. *Psychology and Educational Practice*. Glenview: Scott, Foresman and Co., 1971.
Lyon, H.C. *Learning to Feel–Feeling to Learn*. Columbus: Charles E. Merrill Publishing Co., 1971.
Mager, R.F. *Developing Attitude Toward Learning*. Belmont: Fearon Publishers, 1968.
Maslow, A.H. *Motivation and Personality*. New York: Harper & Row, 1970.
McHolland, J.D. *Human Potential Seminar: Participant's Workbook*. Evanston: Kendall College Press, 1972.
Raths, L.E., Harmin, M. and Simon, S.B. *Values and Teaching*. Columbus: Charles E. Merrill Publishing Co., 1966.
Rogers, C.R. *Freedom to Learn*. Columbus: Charles E. Merrill Publishing Co., 1969.
Wlodkowski, R.J. "Counseling and Motivation in Synergistic Education," *Counseling and Values*, Vol. 18, 1, 1973.

High School Students as Guidance Support Personnel

APGA. *Support Personnel for the Counselor: Their Technical and Nontechnical Roles and Preparation*, A statement of policy adopted by the American Personnel and Guidance Association, November 1966.
Carkhuff, R.R., "Differential Functioning of Lay and Professional Helpers," *Journal of Counseling Psychology*, 1968, 15,

pp. 117-126.
Carlson, J., Cavins, D., and Dinkmeyer, D., "Guidance For All through Support Personnel," *The School Counselor*, 1969, 16 (5), pp. 360-366.
Carlson, J. and Pietrofesa, J.J., "A Tri-Level Guidance Structure: An Answer to Our Apparent Ineffectiveness," *Elementary School Guidance and Counseling*, 1971, (5), pp. 190-195.
Clarfield, Steven, and Robert McMillan, "Tuned-Out Secondary School Students as Mental Health Aides In the Elementary School," Unpublished article, University of Rochester, 1973.
Collins, M., "The Use of Volunteer Aides," *Elementary School Guidance and Counseling*, 1967, 2(1), pp. 58-61.
Cook, D.R., "Guidance and Institutional Change" in D.R. Cook (ed.), *Guidance for Education in Revolution*, Boston: Allyn and Bacon, 1971, pp. 487-488.
Cowen, E.L., "Emergent Approaches to Mental Health Problems: An Overview and Directions for Future Work," in E.L. Cowen, E.A. Gardner, and M. Zax. *Emergent Approaches to Mental Health Problems*. New York: Appleton-Century-Crofts, 1967.
DeFeo, R.A. and Cohn, B., "Budget Cut: Two Guidance Counselors," *The School Counselor*, 1972, 19 (5), pp. 319-322.
Delworth, U. *A Comparison of Professional Counselors and Counselor Support Personnel in Group Counseling With Junior High School Students*, Unpublished Ph.D. dissertation, University of Oregon, 1970.
Erikson, E. *Childhood and Society* New York: W.W. Norton and Co., Inc., 1963.
Fredrickson, R.H., "Support Personnel for School Counselors: Role Analysis by Tasks and Levels of Responsibilities," in Zimpfer, D., et. al. *Support Personnel In School Guidance Program*, 1971, appendix B.
Gutsch, K.U., Spinks, S.L., and Aitken, J.R., "Counselor Aides In Action," *Counselor Education and Supervision*, 1969, 9 (1), pp. 61-63.
Haase, R.F. and DiMattia, D., "The Application of the Microcounseling Paradigm to the Training of Support Personnel in Counseling," *Counselor Education and Supervision*, 1970, 10 (1), pp. 16-22.
Harris, P.R., "Guidance and Counseling in the Year 2000," *Counselor Education and Supervision*, 1968, 7 (3), pp. 262-266.
Kern, R.M. *The Comparative Effectiveness of a Peer Helper Group Counseling Procedure and Counselor Oriented Group Counseling Procedure on the Adjustment of Elementary School Children*. Unpublished Ed.D. dissertation, West Virginia University, 1970.
Kohler, M., "Youth Tutoring Youth," *NASSP Bulletin*, 1969, 53(335), pp. 117-23.
Lane, P. Pollack, C., and Shear, N., "Remotivation of Disruptive Adolescents," *Journal of Reading*, 1972, 15(5), pp. 351-354.
Lobitz, W.C., "Maximizing the High School Counselor's Effectiveness: The Use of Senior Tutors," *The School Counselor*, 1970, 18(2), pp. 127-129.
McKelve, W.H. *An Evaluation of a Model to Train High School Students As Leaders of Adlerian Guidance Groups*. Unpublished Ed.D. dissertation, West Virginia University, 1971.
McWilliams, S.A., and Finkel, N.J., "High School Students As Mental Health Aides in the Elementary Setting," 1971, unpublished article.
Munson, H.L. *Foundations of Developmental Guidance*. Boston: Allyn and Bacon, 1971.
National Conference on Paraprofessional Career Development and Pupil Learning. *Highland Park Free School*. Descriptions of paraprofessional programs in education printed in proceedings. Washington, D.C., 1969.
Nyquist, E. Speech to Capital District Guidance Association, Albany, New York, March 13, 1972.
Resources for Youth Newsletter, vol. 2, no. 3, National Commission on Resources for Youth, 36 W. 44th St., New York, New York 10036.
Salim, M., and Vogan, H.J., "Selection, Training, and Functions of Support Personnel in Guidance: The Counselor Assistant Project," *Counselor Education and Supervision*, 1968.
Salim, M., Zimpfer, D., Merrill, B., and Fish, G. *The Paraprofessional In Guidance: Findings, Issues, and Implications*. Unpublished report, 1970.
Shear, B.E. *Memorandum on Guidelines for Use of Auxillary Personnel Services*, August, 1968.
Shertzer, B. and Peters, H.J. *Guidance Techniques for Individual Appraisal and Development*. New York: MacMillan Company, 1969, pp. 38-39.
Sloan, N.P. *Students in Helping Roles. Human Resources in the Guidance Program*. ERIC, ED 036 675.
Stockdale, J.A. *A Study of the Effectiveness of Untrained High School Pupils in Helping Peers Deal with Personal Problems*. Unpublished Ph.D. dissertation, University of Maryland, 1972.
Sullivan, D. "Training of High School Peer Counselors," Unpublished article, Sedro Wooley High School, Sedro Wooley, Washington 98284.
Super, D.E., "Vocational Development in Adolescence and Early Childhood: Tasks and Behaviors," in CEEB, *Career Development: Self Concept Theory*. New York: College Entrance Examination Board, 1963, pp. 79-95.
Tendall, J. and D. Guay, "Procedures for Training Peer Counselors," Paper presented at the American Personnel and Guidance Association, Atlanta, Georgia, 1973.
Truax, C.B., "An Approach to Counselor Education," *Counselor Education and Supervision*, 1970 10 (1), pp. 4-15.
Vassos, S.T., "The Utilization of Peer Influence," *The School Counselor*. 1971, 18(3), pp. 209-214.
Van Wagenen, R.C., "Student Tutors Effective In High School Business Programs," *Business Education Forum*, 1969, 24(2), pp. 7-8.
Vriend, T.J., "High-Performing Inner-City Adolescents Assist Low-Performing Peers in Counseling Groups," *Personnel and Guidance Journal*, 1969, 47(9), pp. 897-904.
Winters, W.A. and Arent, R., "The Use of High School Students to Enrich an Elementary Guidance and Counseling Program," *Elementary School Guidance and Counseling*, 1969, 3(3), pp. 198-200.
Wittmer, J., "The Effects of Counseling and Tutoring on the Attitude and Achievement of Seventh Grade Under achievers," *The School Counselor*, 1969, 16(4), pp. 287-290.
Wittmer, J., "The School Counselor: A Catalyst In the Guidance Program," *The School Counselor*, 1971, 18(5), pp. 342-348.
Zimpfer, D., Fredrickson, R., Salim, M., and Sanford, A. *Support Personnel In School Guidance Programs*. Washington, D.C.: APGA, 1971.
Zimpfer, D.G., "Support Personnel Expand the Ranks of Helping Professionals," *Impact*, 1972, 1 (3), pp. 57-61.

The Evolution of Arrow

Center for Continuing Education of Women, *Women on Campus: 1970 A Symposium*, University of Michigan, Ann Arbor, 1970. (Contains articles by Judith Bardwick, Elizabeth Douvan, Diane Hatch, Matina Horner, and others).
Ginzberg, Eli, et al., *Life Styles of Educated Women*, Columbia University Press, 1966.
Harmon, Lenore, "Anatomy of Career Commitment in Women," *Journal of Counseling Psycholgoy*, 1970, Vol. 17, No. 1, pp. 77-80.
Kaufman, W., "Do you Crave a Life Without Choice? *Psychology Today*, April 1973, p.79.
Nagely, Donna, "Traditional and Pioneer Working Mothers," *Journal of Vocational Behavior*, 1971, 1, pp. 331-341.
Poloma, M. and Garland, N., "The Married Professional Woman: A Study on the Tolerance of Domestication," *Journal of Marriage and the Family*, August, 1971, pp. 531-40.